THE JOURNAL OF EDUCATION

Volume 127 MAY, 1944 Number 5

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AS WE GO TO PRESS . . .

A fierce struggle has been going on in the Editorial Sanctum. It has been a contest between the ephemeral and the eternal, one might say. Putting it another way, it was a contest between one named Sinatra and a man long dead whose light still shines; to wit, John Ruskin. You see this is how it was—and we hope Mr. Ruskin is listening. An esteemed contributor was good enough to send us, months ago, a compilation of John Ruskin's pronouncements on education. From these it would appear that education hasn't yet caught up with the author of "The Seven Lamps of Architecture" and sundry other books and essays. Very well, then. We yearn to print this Ruskin matter. But just as we are getting around to do this, in walks a schoolman with F. S. and a case of zoot suits, both tied so neatly into modern education that we can't refuse them admittance. So poor Ruskin has to wait. That is the treatment he gets for having good keeping qualities, while F. S. & Co. might spoil.

We cite this rivalry for Journal space because it illustrates certain points. One is the power of immediacy. An article or a feature that is timely, even if less deep or exalted, appeals to an editor because he believes it will appeal to his readers. They look to a periodical for that which is periodic and current. Books may be of a more permanent sort, though we suspect that even the book publishers prefer a dash of today in what they accept from authors. Another point pertains especially to this Journal. It just can't seem to clamp down a schedule weeks in advance and keep the clamp so tight as to admit no new material. Can we help it if we have a hankering to be newsy?

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◆ ◆ ◆ TEXTBOOK TOPICS

THE PURPOSE OF THESE REVIEWS

The textbook notices appearing in this department represent the Journal's desire to bring its readers as promptly as possible the news of instructional material coming off the publishers' presses and arriving at our editorial offices for examination and comment. Our reviewers make no pretence of having read the books thoroughly. Their scrutiny of them is admittedly casual. They assume, however, that the majority of persons watching this department have not had an opportunity to see the book in question and—if interested in the subject at all—would like to get the first hand impression of a third party familiar with classroom problems. Our reviewers therefore try to ascertain for the reader how the new text differs from others in its field, what new features are outstanding, what age group it aims to teach and how well it seems to match the announced purposes of the author.

Since no one bothers to write or publish a new textbook who does not believe it in some respects better than all previous attempts in that line, our reviewers look especially for these alleged improvements. Any text that appears to fall short of its announced goals is simply not reviewed here. But the omission of a book in nearly all instances is due to lack of space. In certain cases a publisher is tipped off about some minor error that we happen to discover—an error he will be sure to correct on second printing.

Incidentally, while we try to be friendly with our friends and thus not to overlook too many of the books issued by our advertisers, the reviews themselves are not, we hope, affected by whether the book comes from an advertiser or not. Any one who cares to check back over our issues of the past year or any longer period will, we think, find we have reviewed as many texts by non-advertisers as by advertisers.

We invite our readers to expect from us "First News of Textbooks." We also invite the continued and increasing cooperation of publishers in the furtherance of this project.

The Way Our People Lived

Quite a novelty in its line is a history of the United States that contains no mention of a war, a battle, a political campaign or the accomplishments of a President. Such a book is *The Way Our People Lived.* Its method is to devote successive chapters to describing different periods in the nation's development. Each period thus chosen is depicted in an orderly and interesting fashion. Real or imaginary characters are introduced to dramatize the story. For example the chapter on New York City in 1750 tells of a family living on Wall street in the heart of a village of 13,000 inhabitants. You become interested and begin to feel yourself living through the scenes. One would have to read a good many historical novels to gather the information given in this book. It ought to be on top wherever United States history is studied.

THE WAY OUR PEOPLE LIVED, by W. E. Woodward. E. P. Dutton & Company, New York. $3.95.

News of the Nation

Any one who has ever found in an attic a yellowed copy of a newspaper that was saved because of some big event it chronicled, knows how vividly the event stands out. Why could not all history be presented as yesterday's news? The editors of *News of the Nation* decided that it could. There were knotty problems to be faced and solved—such as the covering of years and decades in a single issue of the newspaper. But they worked their way through the difficulties and today a novel kind of American history text is available. It consists of a set of synthesized newspapers in tabloid form, with a portfolio to contain them. The stories are printed under display heads and datelines, and each issue covers the significant events since the previous one. Great care has evidently been exercised to offer only well authenticated facts. There are editorials and pictures.

The scenes and atmosphere of the past are brought to life as one peruses page after page of this record extending back four centuries and a half. The technique is novel and audacious; the performance itself remarkably smooth for an initial attempt. History has long needed new devices and this one should appeal to young people and adults as well.

NEWS OF THE NATION, by Sylvan Hoffman and C. Hartley Grattan. Garden City Publishing Company, Inc., Garden City, N. Y. $3.49.

Fundamentals of Algebra

One is surprised to discover from glancing through *Fundamentals of Algebra* by Joseph A. Nyberg how much can be done to practice the pupil in the handling of formulae, equations and problems before extensive drill is given in manipulating algebraic symbols. In this new text for a one-year elementary course the manipulations are mostly reserved for the second half. Graphs are placed at the very front. The pupil learns to guess the missing numbers in easy equations before he learns a device for solving them mathematically. Some reviewing of arithmetic is provided at intervals, for use as needed. Tests are likewise interspersed to help the pupil check his progress. As with the companion text in plane geometry by the same author, superflous fat has been removed and all that remains is good hard flesh and bone and muscle.

FUNDAMENTALS OF ALGEBRA, Joseph A. Nyberg. American Book Company, New York. $1.40.

Fundamentals Of Geometry

Compare any modern textbook in geometry with the classical Euclid that was standard for many centuries, and the whole revolution in teaching material will stand revealed. Many refinements are contained in *Fundamentals of Plane Geometry,* by Joseph A. Nyberg. Special attention has been given to the order of procedure. The number of theorems for a minimum course has been reduced to fifty-five, though many others known to tradition have been presented also. A chapter on inductive and other forms of reasoning has been added, with interesting specimens of good and bad

AND REVIEWS . . .

logic for consideration. A chapter on three-dimensional geometry occurs early in the book but is necessarily optional. The evident purpose of the author is not to bewilder the student with too many tasks at one point. The book impresses us as concise and economical of class time, yet sufficiently inclusive for the average class taking geometry for one year.

FUNDAMENTALS OF PLANE GEOMETRY, by Joseph A. Nyberg. American Book Company, New York. $1.48.

You and Your Money

"What do you get for your nickel when you spend it on candy, ice cream or soda pop"? This is the pupil-interest question that eases the learner into the textbook *You and Your Money*. Its plan is to study the commodities that people buy and to discover various ways of determining relative values. Food, clothing, cosmetics, house furnishings are discussed and many tests and standards given. Such matters as housing, investments and old age security are purposely omitted as better suited to a more advanced book. Sources of information for consumer protection are pointed out. To the young person handling an allowance or commencing to earn money this practical text offers its many suggested criteria in a manner to be serviceable throughout life.

YOU AND YOUR MONEY by Mabel B. Trilling and Florence Williams Nicholas. J. B. Lippincott Company, Chicago. $1.80.

Biology and Man

An unusual choice and ordering of material occurs when the subject of biology is considered with its focus on mankind. Thus the new text *Biology and Man* is a very different sort of text from the ordinary one in this field. Yet the use of man as focal point lends a certain consistency as well as "human interest" to the treatment. *Biology and Man* is written in a way to stimulate curiosity. It discusses most questions and contradictory theories with fine freedom from dogmatism—admitting that today's interpretations may not bear the light of tomorrow's discoveries. One is surprised at the depth and range of inquiry raised in this book for high school pupils. Since the questions seem to come from the active minds of these youths themselves, they can be expected to respond to the clear thinking of the authors, whether about the meanings of fossils, the beginnings of species, the relations of plants to man, the theories of life's beginning, or how man must cooperate with other living beings including those of his own species, if he would survive. The book is proffered by its publishers either as a preparation for college work or as a course for those who will receive no further instruction in the subject. It is a text to make pupils think. In appearance it is attractive from stem to stern and its pictures both add to the allure and contribute to the learning.

BIOLOGY AND MAN, by Benjamin C. Gruenberg and N. Eldred Bingham. Ginn and Company, Boston. $2.24.

Using the Wealth Of the World

Should an economics text for high schools dip deeply into economic theories, past and present? The writer of *Using the Wealth of the World* does not think so. His book stresses the economic process. Moreover, it relates that process rather closely to the youthful student himself. A major portion of the text deals with the situations any youth may meet in everyday experience as citizen and consumer. In another main division he is introduced to the economic agencies such as banks, insurance organizations and industrial concerns whose operations need to be understood. Finally, he is presented with the rival political systems and an opportunity to make comparisons. He also gets a sort of preview of his own place in the economic process, in a chapter that deals in broad terms with vocational choices and preparatory steps. Here the value of a liberal education

Antiquated Geographies Smoked Out in Boston

BOSTON—This so-called Athens of America wore a sheepish rather than an Athenalike expression the other day when it learned from its daily press that some of its school children are studying geography from obsolete textbooks. The disclosure, made in the Boston Herald and Traveler of April 11, cited at least one classroom in the city's public schools whose pupils were assigned their geography home work in a textbook published around 1920 and crudely revised to 1929. Statements like the following were credited to that ancient volume:—

Ethiopia is independent because it is mountainous.

The trademark, "Made in Germany," is a sign of top quality, and the Germans are finally achieving their proper place among the nations. The German republic is far more successful than was expected.

Japan needed more colonies to feed her people, give her raw materials for manufacture and provide homes for her people. So she added several regions. She has been bold in asserting claims on the mainland and it is plain that she is already the controlling power in eastern Asia and likely to remain so.

The newspaper articles stirred School Committeeman Joseph C. White to start an investigation of copyright dates on geography texts supplied to pupils in the respective schools, since each school has been a law unto itself in this matter. Mr. White estimated that as little as $10,000 might correct the geography textbook condition in Boston. He stated that the city's per capita spending for textbooks is $1.18 for the high schools, 85 cents for intermediate and 40 cents for elementary schools.

Editor's Note—How would you like to have your local newspaper look into the geography texts your schools are using, Mr. Superintendent, Mr. Principal or Mr. Board Chairman?

is indicated with clarity and fairness. An unusual feature is the postponement of questions and other teaching aids to the rear of the volume. This section consists of almost sixty pages. Another deliberate characteristic is the avoidance of formal definitions. The whole thing is the outgrowth of one teacher's experience and his desire for a certain type of material to employ with his own classes—often the motivating force of a highly practicable work, which this appears to be.

USING THE WEALTH OF THE WORLD, by Robert I. Adriance. Little, Brown and Company, Boston.

Better Speech for You

Innumerable manuals have been written on the improvement of speech, and to choose among them is not easy. One of the newest is *Better Speech for You*, by Daniel P. Eginton. While it might prove excellent in a classroom, it also has qualities making for its value as a self-help or self-teaching text such as any person might use on the fifteen-minutes-a-day plan. The style is informal. A multitude of words and expressions are covered. Common errors are noted and set right. There are many helpful anecdotes—helpful in making some fact stick or in selling the importance of correct and expressive diction. Advice is generous in amount and specific in detail. Test-yourself questions are provided to aid in discovering speech defects and overcoming them. Any one who masters all that is in this book should be acceptable in good society, to the degree that speech can gain one such acceptance.

BETTER SPEECH FOR YOU by Daniel P. Eginton. Wilfred Funk, Inc., New York. $2.00.

Morale for a Free World

The current yearbook of the American Association of School Administrators is a composite work, of course, but rather well done despite that handicap. Its title, *Morale for a Free World*, presents a challenging theme. It looks forward to a tomorrow when a free world shall be possible. And it is concerned for the most part with what the schools of our country can do to bring about the sort and quality of morale needed in peace time in order that citizens may play their proper parts in the group life of the nation and the nations. The schools obviously have the greatest opportunity to develop morale that any democratic institution possesses. How should they proceed? This book pulls the whole question apart and puts it together again. The schools are found to be doing much already. They did better than they supposed in preparing a generation of heroes for war. Perhaps they are doing better than they realize in equipping other boys and girls right now for the years following the war. There is no need for complacency, however. The point that stands out in this reviewer's mind after examining this book is the importance of getting each child in school to visualize the goals toward which all men must strive if our world is to be worth living in—goals of general health and well being, of freedom, fair play, neighborly understanding, and respect for one another. The finest type of morale should come to those who build morale in others.

MORALE FOR A FREE WORLD, Year Book of A.A.S.A. National Education Association, Washington. $2.00.

Stories in Verse

Breaking down the barriers that keep the average high school youth from enjoying poetry, is the avowed object of "Stories in Verse."

To this end many fine specimens of narrative verse have been assembled. These are so arranged that the students really learn to discover and appreciate such elements as the story, the musical quality and the imagery that combine in varying degrees to make up poetry of this sort. The author has managed to impart much of his own enthusiasm in the notes that accompany the selections. The second half of the book is arranged with a view to illustrating the principles learned in part one. Humor has been allowed to play a large part in the collection.

STORIES IN VERSE, edited by Max T. Hohn. Odyssey Press: New York.

Economics

Comes to the reviewer's desk the Sixth Edition of "Economics" by Augustus H. Smith; the present revision embodying changes necessitated by the war emergency with its abnormal regulation of so many aspects of our economic life. Written for high school students by a high school teacher, and checked by classroom use, this "Introduction to Fundamental Problems," as its subtitle describes it, sets up an important problem at the opening of each one of its thirty-five chapters—sets it up in a fashion to awaken interest—and then proceeds in simple terms to expand and explain and suggest solutions. Special questions and problems for the student are available at each chapter's close, as are references to further reading.

Here is valuable equipment for the boy or girl entering the business world and needing to know what makes the wheels go around—also why their motion is slowed down at times. Various proposed reforms of the capitalist system are weighed objectively but the prevailing preference for an improved form of capitalism is reflected by the author.

ECONOMICS by Augustus H. Smith, McGraw-Hill Book Co., Inc., New York. $1.26.

Curriculum Principles And Social Trends

For a thoughtful and comprehensive study of school curricula in all their social relationships, the reader or student, the layman or the practitioner of education, is referred to "Curriculum Principles and Social Trends," by J. Minor Gwynn. A vast amount of well organized material has been packed into the six hundred pages of this modern work. Here one sees the forest despite the trees. Here one senses the essential conflict between progressive and traditional types of education—without being told that one is all right and the other all wrong. Extremists on either side could profit most from perusal of this book—if they would. It is, in fact, an invaluable means of passing the whole of present-day educational theory and practice in review before the eyes of any person, in or out of education, who wants to see what forces drive it along and in what direction and what can best be done about it all. The author's statements are not vapory and vague but attached to vital realities.

CURRICULUM PRINCIPLES AND SOCIAL TRENDS by J. Minor Gwynn. The Macmillan Company, New York. 3.50.

Editorials

Is This a Holy War?

War itself is a wicked thing and the present war is no exception to the general rule. It is not a holy war.

This does not mean, however, that one side may not be fighting for a worthy purpose or for a purpose which in itself is holy.

To protect one's country, its territory, property and institutions from invasion, destruction, or seizure by a ruthless aggressor has always been held a sacred act. It is an inescapable duty. The methods that have to be employed are murderous and repulsive. But they are the aggressor's methods and the only ones effective under the circumstances. There are circumstances and individuals that do not respond to turning the other cheek except by knocking your head off—and when you meet that situation you stand up and fight.

But there is a further point about this awfulest of wars that ought to stir the conscience of every one on the side that pleads self defense as justification for its effort. It is the thought—the whispered vow, perchance—that this time shall be the last. The mistakes we all shared in making after the first world war have been so brought home to us by this second hideous lesson as to challenge whatever intelligence and good will is available among us to build sound foundations for world peace.

This war will not be allowed to end until we and our allies have won a decisive victory. But that victory can only be made a true and holy one if it is used to erect a permanent temple of peace.

If this is done, history may finally grant an exception and brand this the one and only holy war.

Moronic Advertising

It is about time the intelligent portion of the public protested, loudly and effectively, against the type of advertising that is written by and addressed to morons, yet obtrudes itself upon the eyes and ears of the entire public. The ears more than the eyes, one might add; for the advertising done in printed publications not only averages better than that done by radio but has the further advantage of being easily skipped by those not interested.

Radio advertising, by and large, seems to assume that the constant repetition of a statement in the same words will convince listeners of the truth of what is stated. Often the stalest of announcements is prefaced by the promise of something new and startling. Then comes that same old chestnut. "Listeners" of course try not to listen. But waiting for the commercial to get over is not a very profitable use of time, nor does such a practice, probably quite general, spell much profit to the sponsoring firm.

The public has a right to expect change, variety and an occasional bit of added information about a product. The programs in which this expectation is fulfilled are still few in number but they demonstrate how neatly it can be done when brains are applied by the advertisers and when brains are also taken for granted as part of the listeners' equipment.

Besides boring repetitions, or coupled with these, are often heard statements intended to mislead the credulous—such as that a longer cigarette—streamlined, whatever that means—gives the smoker less nicotine than a shorter one, because, you see, the smoke is filtered over a longer route. Sublime logic, is it not?

Another objectionable type of advertising brags about how many people have "switched" from other brands to this one. This signifies what fun the firm is having in winning customers from its competitors. Such nice work! And it is used to prove the superiority of the product. It actually proves nothing but a more aggressive sales policy. And "aggression" is not in so good favor as it once was. The function of advertising is not to increase sales by driving the other fellow to the wall, but to increase demand. If some is taken away from competitors it is nothing to chortle over.

The best advertising is educational in quality. Education assumes that people are intelligent. If the majority are not, then why do we have schools and try to educate them at public expense?

While we are on the subject, how would it be if the people who compose those little plugs for saving fats, which are invariably given out on soap programs—were to admit the so coyly hidden fact that our soap supply and hence the business of the soapmakers, may be badly damaged unless fats are saved? Soap is important. But we must be told that what we save is needed by the armed forces or we won't play. Are we really just that dumb?

If advertisers would learn more about educational methods and first principles, and if educators would learn more about good advertising and apply it to selling their own wares, the nation would be better off.

Acceptance vs. Action

People react to their environment in either of two ways. They accept it as it is and try to get along with it; or they refuse to accept and get along with it and proceed to do something to change it.

The course of history has always been determined by the interplay of these two states of mind.

The accepters generally outnumber the protesters and revolters, since the latter need not only courage but some plan of action and some power of organization.

Take the matter of injustice, for example; suppression of the rights of free men. We know what happened in the American Colonies when the King imposed unjust taxes and trampled on the liberties of his subjects in the New World. The Tories accepted, while the Patriots rose in revolt.

The peoples of subjugated Europe must also be of two types. The Quislings, the Lavals and all who accept such leaders represent the accepters. They seek to comply with orders from their self-appointed tyrant—figuring that by this means they will be safer than by trying to resist. Others in subjugated Europe have never bowed their spirits to the aggressor but have seized every opportunity to foil his efforts and to undermine his power.

How many are the patriots, the revolters, in the countries ruled by Hitler? Even our military chieftains could not know the answer before "D" Day. They could be sure, however, that Nazi oppressions and reprisals had driven many persons from the camp of the accepters to that of the revolters and that important uprisings would occur on signal that the hour had come.

In the long run much will be owed by the Allies to those people in Europe who steadfastly refused to accept their situation under Hitler or to believe it impossible of remedy.

Shaky Chairs

Steadiness of employment has long been one of the compensations of teaching. While this feature has been increasingly buttressed by legislation in the sub-college levels and has been fairly constant in universities and colleges, these higher institutions are now places of insecurity. Here, for instance, is a man of forty who has been teaching English in an Eastern university. He has either been dropped because of reduced enrollments or he expects to be so dropped and starts hunting for work in a new field. He thinks college teaching has no longer any future for him. He may or may not be right. The point is that he and hundreds like him are all upset and fearful. Some of them will try to transfer into high school teaching. It may be harder than they imagine to prove their qualifications for such positions. Some of them could never make the grade, even though they regard it as a lower one. Nothing is more pathetic than a high school teacher who once was employed in college teaching and now is irked by having to teach "below his station."

President Conant of Harvard sees seven years of abnormal conditions ahead for his university after the war ends. The same prediction is likely to be fulfilled in the majority of such institutions. And one of the worst effects is going to be the loss of many excellent teachers, through actual discharges and through voluntary resignations caused by weakening of the security they once enjoyed.

Tagendish

The title above is not taken from a map nor yet a dictionary. If spelled with a hyphen, thus—"tag-endish"—it describes the way things have been, this Spring, in many a high school. Pupils have been dropping out at odd times, either to take jobs or to take guns. In many schools these ex-members have been granted the same scholastic credit as if they had remained in attendance. The effect upon their mates who remained in school has been to cause restlessness, indifference to study, and an attitude of what's the use. In short, the school year, instead of coming to a climax, has petered out.

Teachers are all too aware of this condition and have been trying to keep school on its toes and marching rather than marking time. But they have only half succeeded.

Now is a good time to begin thinking what can be done another year to prevent tag-ending. The external pull of military and employment magnets may, of course, be far less potent come next year. Even so, there is always need for rendering school work increasingly interesting as the school season draws to a close. The best of youngsters even in normal times catch Spring fever. For that matter, so do teachers. Every one gets tired.

If any one knows the secret of making these last weeks count, he should release it to a waiting profession.

SCHOOLS vs. FRANK SINATRA AND ZOOT SUITS

SAMUEL G. GILBURT
Straus Junior High School
Brooklyn, New York

"JUST who is this Mr. Sinatra?" wearily asked one of my colleagues over the luncheon table. She went on to explain that her last class that morning was working on a "Biography Project". The assignment for the next day was to talk for two minutes on "A Great American". One girl raised her hand and asked, sincerely, permission to talk on one Frank Sinatra. The mention of the name touched off, figuratively, a pyrotechnic display. Pandemonium reigned briefly until my startled colleague regained control and indignantly rejected the request with "No, I never heard of the gentleman!"

As faculty adviser of the school's "Movie and Radio Appreciation Club," I smilingly sketched Mr. Sinatra's background and concluded that he was a popular radio singer with an influence that far exceeded his true worth. However, gently chiding, I added that I should have allowed the student to talk on Frank Sinatra. I gave reasons. A keen discussion ensued dividing the luncheon group sharply.

In any case, this article was born that night.

▼

I submit that such items as Frank Sinatra, the Brooklyn Dodgers, comic books, popular songs, etc., should be taken deliberately into the classroom, for they are pedagogical gold mines. In school, these areas of ***vital interest to our students*** can be used constructively as stepping stones to higher levels of both knowledge and appreciation. Zoot suits and Frank Sinatra can be correlated with subject matter, thus dramatizing it. At the same time, these items can be used by the flexible, willing teacher as focal points of guidance not only to better habits and skills, but also to improved attitudes and character.

Teachers, of course, know full well that learning difficulty is dissipated if real interest is engendered. English teachers, in particular, accept the axiomatic use of student experience.[1] Schools already teach the use of the telephone and the writing of telegrams, etc., showing the progress education has made in the past two decades. However, in my school, the great majority of pupils have no telephones at home and many *never* have used one on the outside.

In short, we still have to get down to the rock-bottom, to the least common denominator of our students' experiences and interests. Teachers are prone to interpret children's interest on the basis of their own mature, adult, cultural level. How many of you know what a "jam-session" is, or better still have heard one? The teacher who guesses that a "jam-session" is a type of picnic and who confesses to never having heard of Frank Sinatra or Tommy Dorsey is in danger of losing complete "rapport" with her class. Pupil confidence and respect are gossamer things.

Let us get off our dignified high horses! Generally speaking, anything that will make our subject matter lively, human, and intensely interesting is fit material for the classroom; especially, if we can use these items as escalators to improved tastes.

Let us teach fundamentals. But let us pepper and salt them to the palate of modern American youth. Were teachers to do so, we would avoid New York City Councilman Stanley M. Isaac's recent serious charge before a Welfare Council meeting that "teachers were not growing up with the children."[1]

Is not modern education, in essence, more concerned with turning out pupils with wholesome personalities and correct habits than pupils who have been exposed for years to myriads of isolated facts and figures?

Too often, today, the gap between the children's real, honest interests after 3 o'clock and the work within the school is still a yawning chasm. Our youngsters still are allowed to retire to a world of their own making at the dismissal bell. Rather should there be a fusion and mingling of all of these actual and genuine out-of-school interests with school subjects wherever possible in every grade.

Proof that teachers have not gone far enough in adjusting courses to student levels is the statement of Dr. John E. Wade, Superintendent of New York City Schools, that more than half of the 18,048 boys and girls who did not return to school in New York after taking summer jobs, informed canvassers that they discontinued their formal education because "*the schools failed to offer courses which held their interest*". Dr. Wade added that this situation presents a challenge to the schools and that the challenge will be met.[2]

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[1] **Cf.**, National Council of Teachers of English. "An Experience Curriculum in English" A Report . . . by W. W. Hatfield, Ch'mn, English Monograph No. 4 (Appleton-Century 1935).

[1] "The New York Herald Tribune," April 24,1944

[2] School Page, "New York Sun," April 17, 1944

Several teachers who made the above house-to-house canvass have told me that the "drop-outs" complained equally of their lack of interest in the academic as well as vocational subjects.

Therefore, paraphrasing Francis Bacon, the modern teacher should make *all* the outside interests and experiences of children, his province. The present dichotomy of one type of life in school and an acutely different life after school increases the tendency toward juvenile delinquency.

A Utopian ideal from the pupil's viewpoint, would be "Pistol Packin' Mama" to introduce a unit on Western America, "gin-rummy" fused with Arithmetic, and the very latest dance steps as part of the Health Education program. Only then would "school-is-life" take on some real meaning for many of our children.

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I am not attempting merely to entertain the child. I am, however, making a purposeful attempt to interweave the human, real, every day experiences of the child into the essential core of "the three R's" so as to develop better and higher standards of both knowledge and appreciation. Subject matter blended with movies, radio, and pulp magazines is *a means to that end*, not the end itself. Subject matter thus taught becomes more functional than ever.

Perhaps even more important for adolescents, from a mental hygiene standpoint, is that they feel psychologically more secure in a classroom where such items as Frank Sinatra and "Mairzy Doats" can be discussed naturally. Adolescents, particularly, relax in an atmosphere where Lana Turner and "The Hit Parade" are perfectly legitimate fare for subject discussion. The "slowest" learner perks up when some facet of movies or radio is brought into the lesson. Our students want to feel that *whatever* they like, see, hear, or do is considered serious and important by the teacher.

That is why I should have allowed that talk on Frank Sinatra. First, the teacher would have learned something of the interests near and dear to the class. Secondly, this "overage" class would have been genuinely absorbed. Thirdly, the particular student (whom I know well) would have done her homework for once zealously, and expressed herself freely and creatively. But most important still, my colleague, an excellent teacher, could have used Frank Sinatra as a springboard for further constructive biographical discussion. With a few well chosen questions, it could have been elicited from the class why Lincoln will be honored five hundred years from now, whereas Sinatra will be forgotten in five years.

The experienced teacher can visualize the development of such a lesson in a "slow" class. Not only would interest have been retained throughout, but better and more correct standards of evaluation would have been taught.

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My colleague "would not dignify Mr. Sinatra by a serious discussion in the classroom". But how many of you have heard the amatory squeals of our adolescents at Mr. Sinatra's broadcasts? Are you aware of the deep and dubious influence he exerts on millions of American children? Chat with your pupils and learn about the countless hours they spend listening to Mr. Sinatra, *et al.* These hours, undoubtedly, could be better spent on helpful homework and study.

The Sinatra craze is just a cross-section of the present student standard of personal behavior, of music, and of radio tastes. These students are our province and our responsibility. If every American secondary school teacher gave Mr. Sinatra but ten minutes of some good objective analysis tomorrow, the Sinatra aberration would acquire quickly a more correct focus.

And so too, would it be with every other marked local deviation of standard from the norm that from time to time afflicts our student body.

Let me take a specific example. This term in a "difficult" 9A class we are working on a "Vocational Project". The aim of this particular lesson was to motivate, talk about, and then write "How to Dress for an Interview".

The class entered to find "zoot suit" and "reat pleat" on the board. The children knew from previous experience that from these words the lesson would evolve. The stir of interest was so marked that the attendance could hardly be checked.

Quickly the class defined and gave colorful details of (what to us is) this bizarre, extreme dress. Even some of the chronic "seat-warmers" bestirred themselves and volunteered answers. This was something "down their alley".

"But would you appear so dressed for the interview for stock clerk at R. H. Macy and Company?" (The previous lesson was a letter of application in answer to the latter's actual advertisement).

The class pondered. Gravely and sincerely the students concluded that they would not apply for the job in "zoot suits".

"How would you dress? Why?"

Details of proper and better standards of dress for girls and boys appeared in parallel columns on the board. The lesson had proceeded with rapid tempo. The usual resistance to written composition was practically nil. The dullest in the class had something to say. In addition, the usual discipline problems did not arise.

If you are in a "zoot suit" locale, try this lesson, and see whether it does not work.

Soon afterwards Esther A. of this same class became sixteen years of age, obtained her working papers, and left school. She returned in a few days with some home-baked cookies (and good, too) because unknowingly "I had helped her get a job in a glove

factory". She insisted that she got the job because of her correct appearance that afternoon. I did not tell her that employers were grabbing anybody these days. Poor unadjusted Esther felt that she had learned something in school, and that was all right with me.

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It is another day and a younger group. The aim is to teach the knowledge and appreciation of "At Kew" by Alfred Noyes.

I obtained one of the five-cent popular song sheets sold in every subway station. One with a comparable nostalgic theme was called "Chattanooga Choo-Choo". The class entered to find the lyrics of this popular song on the board. Again are evident smiles, and interest of anticipation.

"What are those words doing in a school-room?"

However. this time the popular song is dissociated from its catchy melody. The words are discussed in a bright, sunny English classroom before a critical teacher. I read "At Kew" with all the skill and enthusiasm at my command. Then we compare the rhythm, the rhyme, the "picture phrases" of both.

The class tries "At Kew" as an exercise in choral reading. They love that.

Finally they admit, a few begrudgingly, that "At Kew" is better written. I suggest that if they want "a hit", they might try writing a good melody for "At Kew" as was done for Kilmer's "Trees". Some are trying.

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Our influence on youngsters is tremendous. If we can send the next War Bond drive surging to new heights, and if we can help drive intolerance from every American home, surely we can affect and change for the better such peculiar aberrations as zoot suits, comic books, and adoration for Frank Sinatra.

With concentration and singleness of aim, we teachers could, in one generation, raise the present low levels of students' taste in music, in movies, in radio programs, in magazines, etc., in addition to teaching the fundamentals. To begin, however, we must start *now* to utilize constructively Young America's live concern with popular songs, comic strips, slang, all their variegated experiences. By so doing, we would not only vitalize our own lessons and make our classrooms happier places, but we would raise the quality of life of our students in post-war America.

HOW TO MAKE TEACHING ATTRACTIVE

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THE Code of Ethics of the National Education Association recognizes that teachers have a responsibility for the recruitment of capable young people for teaching. The code states: "Members of the teaching profession should dignify their calling in every way. The teachers should encourage the ablest to enter it, and discourage from entering those who are merely using the teaching profession as a stepping stone to some other vocation."

The code might well have added that teachers should endeavor to create conditions that will make teaching an occupation to attract competent students. In the last analysis the number and kind of people who decide to become teachers will depend largely upon the inducements that teaching offers.

That present inducements are unsatisfactory is indicated by the current shortage of teachers and the low enrollment in teacher education institutions. They may also account for the fact that in a recent poll conducted by *Fortune* teaching was ranked as seventh among the occupations that seventeen million young women preferred. Only 6.85 per cent said that they would choose teaching if they had their choice of the kind of work they would like to do.

Obviously teachers alone cannot bring about conditions that will enhance the desirability of teaching as a career. However, they can play an important part in acquainting the public with needed changes and in arousing sentiment for bringing them to pass. Although they have already taken steps in this direction through their professional organizations as well as through their individual efforts, their task is far from completed.

Of the many factors that might be changed to increase the attractiveness of teaching, this article calls attention only to improving the status of the teacher with respect to salary, tenure, and retirement. These are definite things that lend themselves to objective study and specific improvment.

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Strangely enough teachers are often reluctant to present the case for adequate salaries. They fear

that admission of concern about monetary rewards will brand them as unprofessional. While teachers worthy of the name will not limit their services by reason of small salaries, they should insist upon a decent living wage commensurate with their ability, education, and services.

Insistence upon suitable salaries is essential if teaching is to draw the kind of young people so urgently needed. Probably the monetary factor will figure more prominently in the thinking of young people who are now selecting an occupation than it figured in the decision of an earlier generation. Women, who constitute a large proportion of the teaching population, are no longer forced into teaching because few remunerative occupations are open to them. Instead they have an almost unlimited choice. Accordingly they are in position to give consideration to material rewards. If teaching offers notably low rewards, they may turn to other fields.

Although teachers' salaries are none too high even in normal times their inadequacy is especially striking today because of their failure to keep pace with rising prices. While the cost of living rose 20.7 per cent from June, 1939, to October, 1942, there was no comparable increase in teachers' salaries. In Illinois the average weekly earnings of wage earners in the manufacturing industries increased more than forty-two per cent from June, 1939, to August 15, 1942, while teachers' salaries increased on the average less than eight per cent in the same period.

In spite of the fact that teachers are usually required to have several years of preparation beyond the high school level, they often receive lower salaries than unskilled workers. While inexperienced government stenographers start at about $1,440 per year, and illiterate charwomen who scrub floors in office buildings receive $1,200 per year, 360,000 teachers receive only $1,200 a year and 66,000, less than $600.

The enactment of minimum salary laws is a step towards improving teachers' salaries. Through their professional organizations teachers have helped secure legislation in this field. In 1942 laws were in effect in half the states providing some type of minimum salary for teachers. Between October, 1940, and September, 1942, thirteen states increased the minimum salaries for all or part of the teachers subject to the minimum salary standards. The median of the lowest annual salaries provided was $713. Much still remains to be done to improve salary standards, to adopt new ones, and to strengthen state finances so as to put the standards into effective operation.

The possibility that minimum salaries will tend to bring down the general wage level and that the minimum salaries will tend to become the maximum can be avoided. The Wisconsin Education Association found after twenty-seven years of experience with a slowly rising state minimum salary standard that as rural salaries were forced upward by the minimum salary law the salaries in districts paying more than the legal minimum were also forced upward.

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Closely related to the matter of salary is the provision for retirement allowances, which may be regarded as deferred salary. No one knows just how much weight young people give to plans for retirement when they select their life work. Possibly their interest in the matter has been increased by publicity given to the Social Security Act.

At any rate, if they investigate the provisions for financial security for teachers in later life they will find in many localities that such plans are lacking. In 1941 state wide retirement plans were in operation in twenty-nine states and state wide pension plans in four states. Sixty-five local retirement plans were also in operation. About twenty-four per cent of the teachers were without protection. Even for those protected by retirement plans the allowances were often meager. The retirement allowance tends to increase with the age of the system. The average annual allowance paid for all superannuation or service retirements among state systems ranged from $311 to $1,464. The median of the averages was about $746.

The improvement of existing retirement systems and placing them on a sound actuarial basis and the extension of systems to include all teachers would contribute to the inducements of teaching.

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In addition to suitable salaries and retirement allowances teaching must offer reasonable security of tenure in order to interest able young men and women. The unjust dismissal of competent teachers has probably caused many a desirable candidate to abandon thoughts of a teaching career.

In matters pertaining to tenure, as in matters relating to salary, teachers are often hesitant about urging just treatment. Some cherish the erroneous belief that competence insures tenure. Others feel that security of tenure may lead to mediocre work. However, several studies, including an investigation by the National Education Association, indicate that tenure protection does not affect adversely the professional interests and activities of teachers.

At present thirty-four states have tenure or continuing contracts, providing tenure protection to about forty-five per cent of the teachers of the nation and continuing contract to about twenty-one per cent. Tenure has improved the legal status of teachers in such matters as checking the attempts of school boards to evade the laws through demotions and salary discriminations. However, many problems in connection with tenure still remain. Research is needed in such areas as effectiveness of different types of tenure laws, payment of fees as a condition of re-

lease from contracts, and the probationary period provided by indefinite tenure laws.

If teachers will work for improvement of status with respect to salary, tenure, and retirement, they will be serving the best interests of society by helping create conditions that make possible satisfactory recruiting for teaching. When teaching holds out suitable inducements, an increasing number of young people of outstanding ability will choose it as a life work.

WHAT MY WAR JOB TAUGHT ME

KATHLEEN F. KELLEY

THE scene is a defense plant, and the time is nine A. M. on a sweltering June day. I am seated near three stranding machines trying to catch my breath, after racing from one machine to another, threading broken wire, making joints, and watching for other defects since seven A. M.

It is hot! I can just imagine the breakers rolling in at Newport Beach, piling cool, green and white waves higher and higher as the bathers, shivering in ecstasy after the swift plunge from burning sand, drift lazily shoreward.

Another scene flashes across my mental screen, too: some one's Dearly Beloved is making cautious progress towards the front line defenses in the war, and on his back he carries the slim, beautiful wire that will enable him to communicate with headquarters. Perhaps it's the cantankerous wire that has kept breaking all morning that I am making now!

Six days ago, two other teachers, who had spent the year drilling principles of Math and English into struggling young minds, and I came to this factory. We had never stepped into one before, let alone touch one of the strange machines. The outstanding factor of our novel experiences here, has been the encouragement given us by our teachers, and the friendliness of supervisors. Without it, we might have been frightened to failure due to our clumsy inefficiency which nettled our instructors not at all. I quoted glibly to myself as I started the machine, "This is a learning situation." I recalled other smooth, slick phrases that some educators toss off so smugly: "My! This has definite educative value!" and "My transfer of training isn't bad at all!"

We were no exceptions to making the mistakes novices usually do, even though we were teachers! Again and again the small, stupid errors—for which we chide children so impatiently—crept in. When little, red-headed Charlie with the crooked smile faces his classmates during a "talk," and gulps from temporary loss of memory, or pops his eyes in sudden stage fright, how quick we are to notice! Yet, when the inspector stopped to watch us make wire joints, how we fumbled in the presence of a superior craftsman! That's something to remember, the next time Eugene's hand flies to his mouth in that familiar gesture of dismay, or when Dorothy pulls her skirt through an imaginary clothes wringer. Such gestures and grimaces indicate inner distress, and need instant reassurance, rather than censure. Example at the factory: "You did that job O.K. Beginners usually have more trouble." As a result of such positive psychology, the following joints became easier to make, and the novice's hand, steadier.

Personal satisfaction in a task well done is rewarding, of course; but, recognition is one of the human drives. One who holds a teaching or other supervisory position, and ignores this fact, manifests his ignorance in failure to use that valuable tool. A good mechanic knows when to apply the grease. If teachers and supervisors could only remember that children—like most teachers themselves—want to do the right thing! It's natural for plants to turn towards the light. There is a beautiful passage in Dorothy Canfield Fisher's *Seasoned Timber* which expresses this thought excellently:

'As the Primary School Teachers' meeting was just ending, one of the teachers continued the discussion. She said bitterly, belligerently, "But, Professor Hulme, I don't go to my class room for the children's pleasure. I'm there to teach them!"

'Mr. Hulme remarked in a meditative tone. "Ah . . . teach them . . . yes, teach . . . " He asked the righteous teacher, "You must have taken piano lessons when you were a little girl, Miss Benson. Your playing shows that."

'She nodded, unmollified, on her guard.

' "Well, do you remember that often when you were stumblingly trying to read a new piece of music and—perhaps—played G when it should have been F, how your teacher used to tell you—" He put

his glasses back on his nose, with a decisive gesture, dropped his quiet manner, and speaking in the shrill tone of a nervous woman exasperated to the point of frenzy, cried tensely,

"But that's A. Play it A. What in the world makes you play it G? Good gracious, can't you *see* that's an A?"

'His little audience, rather startled by the energy of his imitation, laughed aloud in recognition of its accuracy.'

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The possession of a sympathetic understanding of the needs, the yearnings, the dreams of children is an absolute requisite if we are to gain their confidence which we must have if we hope to make them the idealistic "foursquare" adults of tomorrow. Consider the cases of Tommy and Sadie, two members of this defense plant, and both former pupils of mine: Tommy is the floor supervisor, who, in the second grade, was a member of a z group and could no more read than the cat. He had a most engaging grin, however, and was an agreeable fellow, not at all sensitive to the fact that he was stupid scholastically. Now, he is an important employee in this huge, industrial plant, and many a time has straightened out the mess of tangled wire on my machine while I stood by feeling as helpless as he probably did during a reading lesson, when such words as "with" and "what" and "when" appeared with appalling regularity, when the printed page may have seemed a trap for the unwary schoolboy, or the teacher a Simon Legree, the book —her whip. Tommy could easily have said to me, "Why don't you *think?* Nothing behind the eyes but wax in the ears." And I'd have been as indignant as he, in the second grade! But, no, Tommy would grin engagingly and set to work, with skilled, patient, fingers, separating the slim, stubborn strands of wire. He has found his niche in the world, despite the fact that he never mastered the one two three procedure of a course of study.

Then, there was Sadie, who, in the third grade, was a dreamy, slow-moving, slow-learning child. My third day here, Sadie caught up with me—the same dreamy-eyed, slow-moving Sadie. Together, we read the employees' time rates on the bulletin board.

"Who," I asked interestedly, "is the fastest operator in the department?" She smiled a slow smile and pointed to a name, which, like Abou Ben Adhem's, "led all the rest". It was Sadie's . . .

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Then and there, amid all the business of making communication cable, thinking of Tommy and Sadie, I asked the same questions which round-table discussions take up so charmingly. What determines a good standard of classroom teaching? Can the same standard of excellence be held for the Tommies as for the students with average or superior I.Q.'s? The answers may appear to be painfully self-evident, but, in the light of experience, how many schools are really doing anything about it, besides voicing airy agreement? How many schools promote children with, or above their groups, when a superior knowledge of some subjects is shown, and yet provide for the special help needed by that same child who may be delinquent in other subjects? Perhaps the high schools come nearer to that adjustment than do other educational levels; and yet, if we believe the books, we find that education is built around the individual. What can be done about it? Programs could be made more flexible, so that the child who needs to repeat the year in Arithmetic may do so, and yet proceed with a class in English which is two classes above him. This calls for a good deal of cooperation and hard work, but perhaps the results would justify it . .

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These thoughts, and more too, came to mind again and again during the summer, as I went about the routine matter of operating three machines which revolved at a rate of 1500 turns a minute; for, so raucous was the noise, conversation was impossible, and the opportunity for long periods of uninterrupted thinking was excellent.

As the season closes—for me—thoughts turn to another school opening, and despite the persuasions of employers to remain, despite higher wages and holding a job whose responsibility ends with the punching of a time card every afternoon, despite promises of swift advancement and supervisorships (where the levelling process would catch up with me—and Tommy) I shall return to the classroom with the realization that, while the important job of making communication cable will continue, it is, nevertheless, classified as unskilled labor, and that my contribution to the war effort is in the field of education—the nation's *first* line of defense. Education is the vineyard of the Lord, where only the *skilled* may enter.

Working in a defense plant has given me a keener appreciation of teaching. A machine is a cold, mechanically efficient thing, which may be calculated to yield an estimated amount of satisfactory work. A mind is a living, throbbing thing, calculated to make mistakes again and again. Ah! but the teacher who works with the mind can affect eternity!

No one can deny that the grown citizens of the United States are better informed, better able to live intelligent and wholesome lives because of the good teaching they have had in the schools and colleges they have attended.

It is a great privilege to have a part in producing a wiser and better human society. —A.W.B.

WHAT'S YOUR NAME?

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PEOPLE are interested in names in general and in their own in particular. A degree of curiosity in regard to the meaning of his name can be aroused in practically every student. If a teacher touches on this subject in passing, he is certain to be approached at the end of the period by several members of the class anxious to know the origin of their surnames. As one type of intellectual curiosity begets another, a subject so full of interest to such a large proportion of the human race deserves, at least, a little pedagogical attention. And especially is this true since it ties up closely with the study of language, history and sociology.

Many of us bear names resulting from the occupation of some ancestor. If somebody asks the question as to what is the most frequently found name in the United States, the chances of his receiving a correct answer are excellent. Yes, the name is Smith. Any local telephone directory gives us convincing evidence of this. It takes more than twenty pages in *Who's Who* to chronicle the living persons of that name who have won distinction. In World War I there were 54,180 Smiths in the American Expeditionary Forces. In the accounts under the Federal Old Age Insurance System over 418,000 belong to the clan of Smith. The number of people in the United States bearing the name has been estimated to be one and a third millions.

The reason for the wide circulation of the name of Smith is not hard to see. In medieval times all smiters of metal were called Smiths, whether it was iron, copper, tin, silver or gold. Other names from ancestral occupations are Taylor, Wright, Turner, Clark (clerk), Cook, Carter, Gardiner, Carpenter, Cutler, Chapman, Weaver, Butler, Miller, Farmer, Tanner, and Baker. Other languages than English enter into the situation. The name of the first great English poet was apparently derived from the French word Chausier which was once the term used to describe the man who made the *chausse* or hose, which served to cover both the leg and the foot.

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In this field there are a number of interesting German names. Becker (baker), Baumgartner (orchard-grower), Brunner (well-digger), Kohler or Koehler (coal-burner), Kuster (sexton), Lehman (one under feudal tenure), Shaffer, or Schafer (shepherd), Scherer (barber), Schneider (tailor), Tschudi or Judy (judge—Swiss), Wagner (wagoner), Wannemaker (basket-maker), Zimmerman (carpenter). In *The American Language* H. L. Mencken calls attention to the fact that Herbert Hoover is the great-great grandson of Andreas Huber who settled in Lancaster County, Pennsylvania, in 1740. This name which originally meant the owner of a *hube* or small farm has gone through many generations. The family name Yeager was originally Jaeger (hunter), and Hallman was Heilman (doctor). The late Professor Oscar Kuhns, who in his book *German and Swiss Settlements in Colonial Pennsylvania* has a chapter to which any student of this subject is certain to be heavily indebted, tells of two brothers in Lancaster, Pennsylvania, one of whom bore the name Carpenter and the other Zimmerman.

The so-called "spot name" is derived from the place where the one who received it lived. Because a man lived on a hill he was called Hill. The dweller on a moor was spoken of as Moore. Cliff, Field, Whitfield, Ford, Lake, Wood, Atwood, Wells, Rivers, Brooks, Meadows, Heath, Holt, and Marsh can be explained on a similar basis. Some of these names come from common nouns which have long been out of use. Shaw was once a common word for a wood and hurst, or hirst, for a wooded hill. Temple, Hall, House, and Church are also "spot names".

Another type of spot name is that derived from the place of residence of an ancestor. Lincoln, England, means "Colony on the Lin". Undoubtedly Abraham Lincoln's surname can be traced to this source. The family name of Sutton can be traced in the same way to Sutton (Southtown) in Warwickshire. Other names in this pattern are Britton, Cornwall, England, Ireland, Holstein, French, France, Holland, Glasgow, Carlisle, Winchester and Welsh. Boehm traces back to Bohemian. Oberholtzer, which means "above the woods," is the name of several villages in Switzerland. Schwabenbauer is "farmer in Swabia".

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On the army rolls of the United States in World War I, the second most frequently found name was Johnson which appeared 41,580 times. This belongs to the class known as patronymics or "father names". The Biblical given name John means "God is gracious," but Johnson is simply John's son, Jones and Jennings being modified forms of the same surname. Williams, Williamson, and Wilson all mean the son of William (res-

olute helmet). Adams, Adamson, Ade, Atkinson, Atkins are from "son of Adam". Other patronymics are Matthewson, Harrison, Richardson, Thompson, Tompkinson, Davidson, Davison, Dawson, Jacobson, Peterson, Anderson (from Andrew), and Robinson.

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In most foreign languages surnames are formed in about the same way as in English. The Scotch prefix Mac, the Irish O', and the Norman-French Fitz all correspond to the English son. The last of these clearly illustrates the principle. For example, Fitzsimmons is son of Simon. Other similar cases are Fitzherbert, Fitzgerald, Fitzhugh, Fitzclarence, Fitzpatrick, Fitzwater (son of Walter), Fitzjames and Fitzjohn. The Welsh Ap for "son of" is incorporated in some names, Powell being a modification of Ap-Howell, Bowen of Ap-Owen, and Price of Ap-Rhy. Of the Irish Highland Scotch Mac, Macaulay is son of Olaf, MacGowan is son of the smith, MacIntosh, MacIntire, and MacLaren represent respectively the sons of the chief, the carpenter and Lawrence.

A very fertile field of surnames is the nickname. Goodfellow belongs to this group. Many refer to physical characteristics as Longfellow, Tallman, Short, Stout, Strong, Little, Swift, and Quick. Ambler, and likely Trotter, are nicknames which describe a gait. Proudfoot, or Stolzfus in German, possibly indicates a somewhat strutting carriage. Pettigrew is of French origin (feet of crane). Of the name Pauncefote, which was borne by the British ambassador to the United States of a generation ago, Weekley says in *The Romance of Names*: "I believe it simply means what it appears to, viz., 'belly-foot,' a curious formation, though not without parallels among obsolete rustic nicknames." Its original was probably "swell-foot". Shakespeare, which can be readily separated into its two component parts, is an interesting type of nickname. Color names like Black, White, Brown and Gray are among the most popular of surnames. The name Brown was likely first given to a man on account of his complexion or the color of his dress, but Green comes from residence on or near the village green. Reed, Redd, Reid, and Read all come from red. Rudd is obviously an Anglo-Saxon name derived from the adjective Rudda (ruddy).

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A large number of names come from those of animals and birds. These, however, were not all given as indicating characteristics. A man might have been called Fox because he had some of the traits of that animal, or the name may have been given him because in front of his shop there was a sign bearing the picture of a fox. The same reasoning can be applied to the explanation of Bull, Hart, Wolf, Lamb, Badger, Swann, Martin, Hawk, Finch, and Bird. Some names in this class are based upon words which in their original sense have become obsolete. In the north of England a fox was once called a tod, which is the basis of the family name Todd. From the badger we have not only Badger itself but Brock. Weekley traces Fitch, Fitchet, and Fitchew back to the polecat. Stot or Stott comes from the Middle English word meaning either a stallion or a bullock.

The following are typical of another class of surnames: King, Prince, Baron, Duke, Earl, Lord, Squire, Knight, Priest, and Bishop. Probably some of us on account of ancestors bearing these impressive designations have allowed ourselves to bask in the light of the pleasant thought of noble lineage. Although such pleasure may be an entirely innocent pastime, it is likely based on a misconception. As a rule these names came from parts taken in the old-time miracle plays. If a man had the part of royalty, as a result throughout the generations his descendants have been known as King, Prince, Rex, or Reger.

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In a study published in "American Speech" in 1924 H. F. Barker reports the first ten names in order of frequency to be (1) Smith, (2) Johnson, (3) Brown, (4) Williams, (5) Jones, (6) Miller, (7) Davis, (8) Anderson, (9) Wilson, (10) Moore. In this connection it is interesting to notice that the four most common names in England are Smith, Jones, Williams, and Taylor. Of these only Smith holds its place in the United States. An investigation made several years ago brought out that the fourth most frequent name in New York City is Murphy and the fifth Meyer; Cohen and Levy coming eighth and ninth in rank.

The names of people, of course, do not always remain exactly the same. Frequently they have for various reasons been changed by a due process of law. It was in Massachusetts that Mr. Death petitioned to have his name changed to Dickinson. There is also a record of a Mr. Wormwood having his changed to Washington. Ever since colonial days there has been in our country a tendency to modify names in such ways as to make them easier for the general public to pronounce. Although this custom entails some difficulty for the student of linguistics, it is perfectly natural. In addition it must be kept in mind that no one racial or nationalistic group has a monopoly of American surnames. The words used to form our American personal names come from all parts of the earth. Any name borne by a loyal American is a good American name.

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Occasionally one meets a person of wide educational contacts who has never been awakened to the romance and significance of the surname. This means that this fascinating and rewarding topic has never been touched upon by a

single one of the numerous teachers to whom he has been exposed. But it goes without saying that a subject of such wide associations and high possibilities for stimulating intellectual curiosity and widening the range of interest should not be absolutely ignored as teaching material.

WHAT IS GOOD EXTRA-CURRICULAR WORK?

Eighth article in the "What Are Good Schools?" Series

FRANK M. RICH

WHEN talking machines, motion pictures and radios became available for schools, many persons expected revolutionary improvements in the results of teaching. The victrola brought the voices and instruments of the world's artists even to the remotest rural school. The pictures, with free film available from state and national organizations, placed almost every important scene and process within reach of any classroom. Both these advantages combined were promised in the sound picture. The radio brought everything up to the minute. Now persons of imagination can envision classes of the future seated in neat rows before the television apparatus, deeply absorbed while some master teacher, with the eloquence of a Demosthenes and all the resources of the world's museums at command, conducts magnificent lessons for the learners of the world.

But alas, those of us who have worked with victrola, motion picture and radio for years, have little reason to expect that any of these inventions will make any very sweeping improvements in education. It is useful to have music or dramatic recitations or pictures at hand for illustration, and we must not minimize the importance of the interest and clearness they give to instruction. But the real educator knows that what people learn to *do* with things, not what they hear about them, constitutes real learning. Learning comes from a personal reaction to a real situation, not from sitting before a screen or a horn, no matter what kind of blah comes out. Education comes to students when they are helping to make melody themselves, working the do-dads and seeing the effect, leading the gang, getting out of the tight place, exposing the error, joining with others in putting something big and worthwhile across.

Naturally those who have been converted to this dynamic theory of education, have come to see in activities outside the curriculum subjects opportunities for leadership, initiative, and creation, greater than in the old line curricular studies. The school scout troop, for instance, under good leadership might contribute more to information and character than any scholastic subject on the program. Progressive educators, in an attempt to supply as many kinds of experience as are available for the welfare and improvement of students, have taken on a more or less elaborate organization of extra-curricular activities. In some schools, an extra period a day is devoted to home-room guidance, assembly projects, pupil government responsibilities, club work, thrift, athletics, school publications, scouting, dramatics, honor societies, library work, commencements, excursions and musical and literary societies. Let us take a bit of a look into some of these.

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The home-room organization is common in high school or wherever departmental teaching obtains. It is based upon the fact that pupils' individual welfare is likely to be lost in the departmental shuffle, unless some one is held personally responsible for the individual guidance of each small group of students. The home-room teacher in a well organized school, not only keeps track of absence and tardiness and the filing of report and record cards, but, in individual conferences, acts as personal advisor in relation to progress in studies, choice of electives, deportment and other features of educational, ethical and social guidance. In group discussions, the home-room teacher counsels on school activities, school improvements, how to study, loyalty, honesty, courtesy, health, property, safety, assembly, duties to the school at large, and a variety of case studies and close-to-life problems of live boys and girls, for which there are several handbooks already on the market.

In the creative school, the assembly exercise is not so much the time when the principal conducts a stereotyped ritual and harangues at length on some favorite topic, as it is the pupils' own time, when they present the results of weeks of preparation and obtain real experience in holding and leading audiences, introducing outside speakers and doing the honors when called upon to act as host. The topics covered in creative assemblies in a year's time will be as various and as stimulating as the natural interests of youth—the celebrations of special days, national and local, dramatic presentations, art, music, health, safety, athletics, current topics, slides, motion pictures, demonstrations and so on. The results of the assembly work can usually be judged by the attitude

of the pupils toward them.

In promoting discipline the creative school features pupil-shared responsibility for order and decorum, not because pupil participation in school government makes less work for anybody—it makes more—not because a pupil-tyrant is any more desirable than a teacher-tyrant; not because all self-government schemes are not more or less patent frauds perpetrated on a more or less unsuspecting student body—they are— but because student government is a supremely good device for dramatizing the essentials of democratic government, and giving pupils practice under guidance in meeting the same situations they are likely to face a few years later without guidance. Even though "heady" and "bossy" officers get elected, also the careless and uninterested, with favoritism and conniving, the situation is much the same as will be found in real life and the wise faculty can turn experiences, fortunate and unfortunate, to excellent account in the training of earnest and altruistic future citizens.

▼

Youth between twelve and fourteen lack experience, but in respect to their ability to think through an original problem, the adolescent mind is often better than the adult. The balanced judgment of these young people of teen age and even of those much younger, ought not to be despised. Student government furnishes an opportunity for the discovery and development of leadership. Good citizenship is not mere negative obedience to law. It is learning to work with others to make positive contributions to communal welfare. Practice in self-government can hardly fail to raise ideals of citizenship, through a sense of honor, fairness, ability to see more than one side of a question and a sense of personal and group responsibility.

Turning to the subject of school clubs, the mere mention of all that are fostered in progressive schools would fill a newspaper column. There is perhaps a Scribbler's club, a Scenario club, a Club of Applied Mathematics, a Camera club, a Blue Print club, an Inventors' club, a Postage Stamp club, and what not? Of course, old guard teachers have been known to turn purple at the idea of letting all this tomfoolery have any place in the school house, to say nothing of being asked to sponsor one of these organizations. "What we need in education to-day," they say, "is to stop dragging into our schools a little smattering of everything under heaven, and settle down to doing a few things well."

All right, Old Guard, show us one good practical thing that you can do well; do well enough to excite the envy and admiration of a boy or girl of teen age; and for every one of these we will show a score of different things youngsters have learned to do in their clubs that you never dreamed a child could master. For instance, I knew a horticultural club in a junior high school that was asked by the school authorities to make plans and models for grading and landscape gardening the grounds of the new building, and plan the expenditure of some six or eight thousand dollars on it. The little science teacher who sponsored the club was a graduate of the Massachusetts Agricultural College.

Thrift is an extra-curricular activity with fine possibilities. At its worst it is pure nuisance, bringing a nickel from home to keep teacher from "hollering" and then withdrawing it from the bank at the earliest opportunity. Grandma, they say, used to give Johnny a nickel to put in his bank every time he took a dose of medicine, and then when he had a dollar, took it out to buy a new bottle of medicine. A real thrift program however, encourages earning and saving, a study of banking, budgeting, and wise spending, the pupils having some important share in the handling of money and accounting. Not only school banking but the internal accounting of school funds from athletics, entertainments, etc., can be used for useful training in the older grades.

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If space allowed it would be a satisfaction to discuss a variety of other extra-curricular activities that have found favor in many places. There is the honor study hall or room where pupils who have made a favorable record in good citizenship are permitted to meet and study under their own appointed leaders. Similar in a way are the honor societies open to students who make a creditable record in various particulars.

Athletics in which most or all of the student body participate; scout troops, Hi Y, Junior Red Cross and achievement clubs to furnish an abundance of social and practical activity; school publications like the yearbook and school paper; dramatics, pageants and carnivals, trips, parties and excursions, all have a place in a progressive scheme of education. The school graduation offers an exceptionally fine opportunity for class and teachers working together to put on something memorable and educational. No better time could be chosen for pupils to demonstrate to relatives and friends what students are able to do in music, dramatics, pageantry, acrobatics, costume making, design of stage settings, and the like. Extra-curricular activities prepare for life, for they are life.

With the foregoing article, Mr. Rich's stimulating series comes to an end though there may be occasional postscripts in the coming season, as we hope. Beginning last October with "What Are Good Schools?" the series deals with Good Order (November), Good Reading Instruction (December), Good Language Work (January), Good Mathematics (February), Good Janitorial Service (March), Good Social Science (April), and Good Extra-Curricular Work (this issue).

CONVERSATION: QUEEN OF SPEECH ARTS

DANIEL P. EGINTON
Author of "Better Speech for You"

A FEW years ago William Lyon Phelps, the master teacher of literature, startled educators when he declared—

"Conversation, and not oratory, is a true revelation of intelligence."

This was indeed radical doctrine to English teachers who were spending less than one per cent of their time helping boys and girls learn how to converse interestingly and effectively . . . learn how to avoid the pitfalls of the boomer, unloader, gusher, prosecuting attorney, cynic, doubting Thomas, grunter, or sphinx.

Professor Rogers of M.I.T. stated the importance of conversation this way: "The first step toward being interesting is to be able to speak clearly, forcibly, correctly, like gentlefolk."

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"Of all the things you wear, your expression is the most important." This statement has helped to make others aware of the significance of speech as a phase of personality, but much more needs to be done to promote the elevation of conversation as the real queen of all the speech arts.

In addition to having teachers and leaders who demonstrate basic principles of good conversation and who socialize the class room so students have opportunities to practice under supervision, special attention should be given to what might be thought of as the ten golden rules for winning conversation.

Students should discuss these hints in their oral English work, write about them, report how others observe them, and try to abide by them all of the time. If Lincoln without benefit of either teacher or good books could learn to become one of the best writers of all time, and he did just that, practically all persons can master the elements of good conversation and thus strengthen their personalities and increase their value in society.

Parents and teachers should concentrate upon these ten rules for the friendly art of good talk.

1. *Enlarge your conversational resources.* Be sure to have something interesting to talk about . . . art, music, sports, politics, educational trends, socialized medicine, travel, history.

2. *Become a social detective.* Seek out the subjects about which people love to talk. "What do you think about the War?", for example. "How did you like Mexico?"

3. *Be a good listener.* Don't selfishly take up more than your share of time. Draw out the other person.

4. *Adapt yourself to the other person.* Democracy means co-operation . . . compromise . . . respect for others Don't try to put your friends in your mental straight jacket. Be flexible.

5. *Cultivate a sense of humor.* This provides the oil needed for smooth social intercourse and makes for real happiness.

6. *Avoid cynicism.* The doubting Thomas often is right . . . but he is always a wet blanket. People draw away from him.

7. *Don't shun friendly conflict.* True Americans have little respect for "yes-men" or "yes-women." We must learn to discuss matters on which we disagree with others . . . learn to co-operate with opposites.

8. *Be tactful.* Chief ways of being rash are interrupting, contradicting, bringing up unpleasant subjects, prying into personal affairs, disrespecting others, riding a pet topic, correcting others publicly, telling off-color stories, ignoring others.

9. *Be fair at all times.* Don't take advantage of your position, age, sex, or nationality. Don't exaggerate or lie either. Poor sports are never good conversationalists.

10. *Compliment others.* Everyone is superior to us in some respect . . . in that aspect we can learn from him or her. Seek out ways in which to compliment others and make them feel superior. When this is done tactfully,

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it blesses both the giver and the receiver.

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There undoubtedly are other rules . . . but when the foregoing are realized, they make for superior conversationalists who make English and speech a means for winning friends, making others happy, and realizing the democratic ideals for which we are fighting.

ON GOING TO SCHOOL IN THE SUMMER

MILDRED SANDISON FENNER
Assistant Editor, Journal of the National Education Association

Of all the dumb practices found anywhere,
Imposed by the dumb on the dumber,
Nothing in dumbness begins to compare
With going to school in the summer!

The heat melts away all your vigor and vim
Like lead in the torch of a plumber.
You may get your lessons, but the chances are slim
When going to school in the summer.

The few who go golfing or swim in the lake—
The dancer, the mandolin strummer—
Show sense in their choice of the courses to take
When going to school in the summer.

Except for the studious, book-wormish student—
The natural-born document thumber—
It's hard to conceive of a program less prudent
Than going to school in the summer!

So here is a lesson to file in your drawer;
Go teach it to every newcomer—
What General Sherman said about war
Will also fit school in the summer!

THERE are many—chiefly those who choose their summer schools not wisely but too well—who agree with the unknown author of this poem from a college newspaper that "what General Sherman said about war will also fit school in the summer."

But for those who select their summer school with at least half the care they select their winter coat, going to school in the summer can be an adventure and an opportunity.

Suppose you teach in a village or rural school, and following close upon spring fever comes an overdose of small-town-itis. The prescription for this malady is a summer session in some city university. In the city you should find the impersonal atmosphere you crave after the goldfish-globe-existence of your small community, and better still, there will be plays, museums, symphonies, and all the other cultural and recreational activities for which you are starved.

Now if you are a city teacher and fed up with the unending hustle and bustle, the daily transportation ordeals, the indifference of your anonymous neighbors, a small-town college may be just the place for you. The friendliness, the hospitality, the simplification of the mechanics of living will be balm for your weary spirit.

A teacher from the plains will find the change of scenery and climate she needs on, say, Cape Cod, or in the mountains—perhaps at the University of Wyoming where the summer climate is so wonderful that when you brag about it later, people won't believe you. A teacher who has never ventured far from the Eastern coast may discover in the Mississippi Valley an entirely new America, a discovery that will vitalize her teaching.

Almost more important than the change of scenery is a change of people. Unless you are hot on the trail of a degree and can't make a change, go to a different school from the old standby that you've been attending for years and years and years. Go as far away from it as your finances and the Office of Defense Transportation will permit.

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One of the best measuring rods for choosing your summer school is the faculty, of course. You've always thought Professor Smith was tops; you've used his textbook so long that your name and his have become synonymous in the minds of your students; he's your professional ideal and you can't think of anything more challenging than attending his classes. Well, why not? Choose your college just because this leader is on the staff, and then eat up his courses!

Picking out your courses can be as exciting as choosing your school. If during the winter you associate almost entirely with fellow teachers, take a course in some subject far afield—and see what people are like who *aren't* teachers.

Or maybe you have taught French so long that you have forgotten the little science you used to know—and now you are out of step with your scientifically-minded students who use a terminology as foreign to you as your French is to them. Try taking an elementary course in science—and incidentally, if you struggle along with the same ineptness of your freshmen when they tackle French conjugations, maybe it will give you next year an understanding patience with those beginners.

But if it's language that you're wanting to study this summer, write to the American Council of Learned Societies, Washington, D. C., for suggestions as to opportunities for summer language study.

Or it may be that to your already crowded teaching schedule a new course in math or physics has been added as a part of the wartime curriculum adjustment, and this year you've kept only one jump ahead of your students. What a relief it will be this sum-

mer to brush up on fundamentals of the subject.

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If you're tired of education courses, venture off into something entirely different. Cornell is offering a seminar on contemporary Russian civilization that might be just the stimulating introduction to a broader world outlook that you are seeking.

On the other hand, you may have recently returned to the classroom after years away from it and you wonder why your teaching seems ineffectual though you are steeped in subject matter. Maybe you need a good stiff review course in methods or principles of teaching.

Or perhaps you have some blind spots. When your music-loving friends casually speak of a libretto or contrapuntal pauses, do you crawl into the shell of your ignorance and wish you knew what it was all about? Why not take a course in music appreciation so you won't feel like a moron next time the conversation goes musical?

If you are an elementary teacher or principal, you may have the professional experience of a lifetime by attending the Conference on Elementary Education at the University of Pittsburgh, Pennsylvania, July 10-21. At this conference, sponsored by the NEA Department of Elementary School Principals, you can earn two credits for two weeks of interesting study and discussion. Secretary Eva G. Pinkston, 1201 Sixteenth Street Northwest, Washington 6, D. C., would like nothing better than the chance to send you further information about the conference. Write her and see.

There's going to be a worthwhile conference for elementary school workers at Butler University too, June 26-30.

More than a dozen unusual summer school opportunities for teachers of young children are described in the May, 1944, issue of *Childhood Education*. Before making up your mind, be sure to read "Summer School Opportunities."

If you are a social studies teacher, write for information about workshops on intercultural relations at Harvard, Wellesley, and the University of California; on the social studies at Northwestern; on community study at Syracuse. Information on workshops on Latin America may be obtained from Harold Davis, Office of the Co-ordinator of Inter-American Affairs, Washington, D. C.

Courses in health, physical education, and recreation at Lock Haven (Pennsylvania) State Teachers College will merit consideration on the part of those of you in that field. The School of Education of the University of Michigan is offering eight-week courses in camp counseling and recreational activities at the National Music Camp at Interlochen, Michigan. Interested? Write to the Department of Physical Education for Women, Barbour Gymnasium, Ann Arbor, Michigan. And watch for the May *Journal of Health and Physical Education* which is going to carry information to help you in summer school planning.

Summer courses in safety education are listed in *Safety Education* for April, 1944, pages 296-7.

Here's a course you should know about, no matter what or where you teach. Teachers College, Columbia University, is offering—June 19 to 30—a workshop and conference designed especially for officers and committee members of local, state, and national teachers associations. Upon request, W. S. Elsbree of Teachers College will send you a program describing Education sj329CL.

▼

League College will hold its nineteenth summer conference, July 7-19, under the joint auspices of the National League of Teachers Associations and Pennsylvania State College. Write to Professor C. O. Williams, School of Education, Pennsylvania State College, Pennsylvania, for further information about this conference built

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around the theme, "A Changing World Challenges Teachers."

It will be worth your while to find out if there is going to be an Institute on Professional and Public Relations near enough for you to attend. More than fifty will be held this summer and you'll be fortunate if you can get to one.

▼

But no matter what the course, the institute, the conference, or the workshop, if you plunge into it with the zeal of the "natural-born document thumber," you'll get infinitely more out of your summer's work than if you go about it half-heartedly. However, since all work and no play still makes Jill a dull girl, along with your study have all the fun you can. Be outdoors as much as possible. Smiles aren't rationed, so don't be afraid to get your quota of laughs for the summer.

Above all, don't take such a strenuous summer's work that you come out of it more tired than you went in. During the winters of these difficult war days, you give so much of your time, energy, and talents to your students and your community that surely you are justified in using the summer to build yourself up physically and spiritually for another year of activity and service.

At this point someone interrupts, "That's the very reason I'm not going to summer school. I need rest and relaxation more than anything else this summer if I'm going to do the kind of teaching next year that will help win the war and the peace." Fine, then resting is what you should do.

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"And I," someone else speaks up, "think I can make a far greater contribution by working on the farm this summer"—or in an airplane factory or a government office, or with the USO or Red Cross or Junior Red Cross. That's fine, too, and congratulations!

▼

But for many of you, summer *will* mean summer school. So we hope you'll read the summer school ads in this issue of The Journal. Send out letters asking for catalogs. Study them. Pick out just the school and exactly the courses you want. Slip your clothes in a grip. And more power to you!

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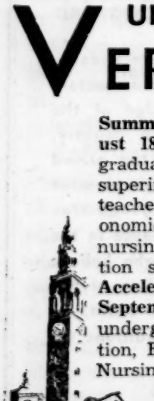

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THE ELEPHANT AND THE SIX PROFESSORS

CALVIN T. RYAN
State Teachers College
Kearney, Nebraska

SIX blind Professors of Nothing sat by the gate of a great city. Of course they were discussing weighty matters, when they were informed that a large elephant was being led slowly through the gate. Thereupon they rushed out as rapidly as their blindness and professorial weightiness would permit and began to inspect the unseen beast and to pass judgment upon its nature.

The first man's hands fell upon the elephant's tusks. He noted their smoothness, their graceful curves, and geometric formation. "Ah," he exclaimed, "this creature is a thing of bones; they even protrude through his skin." Later on, that man became father of those who teach physiology and anatomy.

▼

At the same time, the second man seized the elephant's trunk. "What a nose!" he shouted. "Surely this is the most important part of the animal." Time passed, and that man became father of those who teach journalism and the sinister art of propaganda. Which may also explain our expression—"a nose for news."

▼

The third learned man in the meantime had caught the elephant's great flapping ear, and claimed that the ear was the most important part of the beast. For him the ear was everything. He became in time the father of those who teach music, and all such as handle the harp and the organ.

▼

The fourth man found his hands resting upon the great beast's huge chest and abdomen. "The contents of this barrel must be enormous," he cried. "The power of that chest will withstand the onslaughts of Joe Louis, and in the line of scrimmage, any charge from Red Grange." There was nothing for him to do but become the father of those who teach prize-fighting, footballing, and school superintendence.

▼

There were six of those blind professors, and we have accounted for four of them. The fifth lighted upon the elephant's relatively

short tail. "This, it appears, is a useless appendage. It might better be cut off." This fifth man became the father of those who instituted Progressive Education, who with their hammers and saws have been trimming and repairing the American school system until it no longer resembles the original beast that it was.

The sixth man, a little reserved, somewhat timid, refrained from touching the beast. He stood and listened to the prior claims of his associates. He had heard the elephant approaching, the jingle of the chains, the shouts of the keeper. He may even have heard the elephant's sighs; yea, his trumpetings. "Where is the creature going?" he inquired, but no one answered him. "Where did he come from?" he persisted. But again no one could tell him. Then the professor fell into a reverie. "What was on the elephant's mind in having left wherever he was and having come to the city? Why does he submit to the indignities of such curiosity, and the slavery of chains? What sort of soul must he have that elicited such sighs and groans?"

And while he stood thus in reverie, wondering about the answers to his questions, the elephant moved on. This man became the father of those who teach philosophy and literature, and inquire into the Good, the True, and the Beautiful.

THAT TROUBLESOME FIRST DAY

VIRGIL Y. RUSSELL
Natrona County High School
Casper, Wyoming

THE first day of school is dreaded by nearly all teachers. Many problems will arise. Books must be given out, assignments made, frequent interruptions will take place from the office and from the students. Cliques are sitting together and want to visit. The student feels he has no responsibility as there has been no previous assignment or lesson to prepare. He is likely to use his spare time to try to "show off" or to try out the teacher.

Thus it is the teacher's business to keep him busy, and it is the purpose of this paper to suggest various ways to do this.

I suggest that whenever possible, paper and pencils be on the desks when the students enter the room. Pencils can be purchased for as little as 1¢ each and can be cut in two. These can be on hand during the remainder of the year for the ones who say: "I forgot my pencil." It is well to have a bottle of ink and a few rulers handy, also.

When the students come in, make them feel you are really glad to see them and to have them with you. Do not give them the feeling that they are so many little "hoodlums," but American youth that you are proud to teach.

Following is an outline of ten ways to keep the students occupied the first day of school.

1. *Personal History Method.* Each student is asked to stand, introduce himself and give a brief personal history including where he was born, the various places he has lived, the schools attended and any other items such as hobbies, sports, etc. This is an excellent method in a location where there are transient children from various localities. It has little value where all of the children are from the same locality.

2. *The Exploration Method.* Many students state that High School history and other subjects are "old stuff". They have had it before. They speak of "having had history" as they would speak of "having had mumps or measles". Therefore it is sometimes a good idea to give them a brief examination over the subject just to make them realize there is still much for them to learn. When the papers are corrected assure them that this in no way affects their grade in your course but you gave it merely to find out just how much United States history they knew at the beginning of the course. Do not announce this until the examination is taken or many will not take it seriously.

At the end of the school year, the same examination may be given and they can see their improvement.

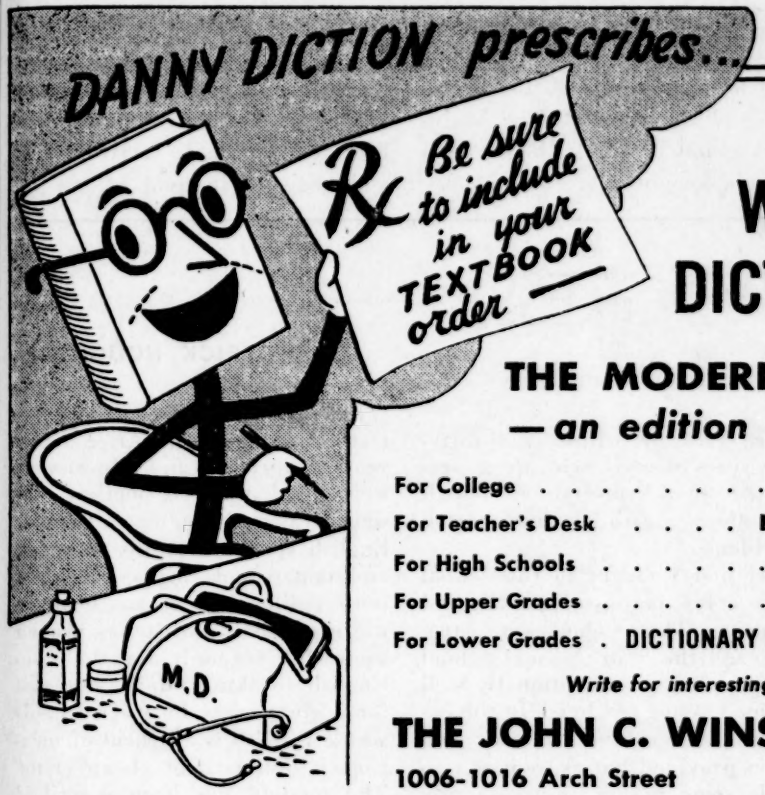
3. *Current Event Method.* Have each student give a report on some outstanding event that occurred during the summer vacation period.

4. *Questionnaire Method.* Questions of the following type will help the teacher to understand the student. These questions will give an insight into the life of the child that you must work with for the next nine months. Then if you are having trouble with any certain student, you can get out the paper and check it over, oftentimes finding a clue to better understanding.

(1) What do you want to get out of this course?

(2) Why do you come to school?

(3) Why do you like history?



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(4) Why do you not like history?
(5) What points do you like about a teacher?
(6) What points do you not like about a teacher?
(7) What is your hobby?
(8) What do your parents do?
(9) Do you belong to any school organizations?
(10) Do you belong to any clubs outside of school?
(11) What do you do with your spare time?
(12) What subjects are most difficult for you?
(13) What subjects are easy for you?
(14) How much time do you feel should be put on each day's assignment?
(15) Do you have a study room or study schedule?

You must assure the students that you are the only one who will see the answers to the questions and you are doing it in order that you may understand them better and more quickly. If the students will answer the questions correctly it will give a good insight into their lives.

5. *Dictation Method.* It is sometimes well to have valuable work or information outlined which can then be dictated to the students; such as facts, quotations, dates, etc.

6. *Lecture Method.* Give the students a talk explaining the course and also the things which you personally expect of them in conduct, work, habits, etc. Each individual teacher expects certain things from his or her students, and it is sometimes well to set them forth clearly at the beginning of the year.

7. *How to Study.* Very few students—and very few teachers, I am sorry to say—really know how to study. It will be time well spent to take the first hour and give the students a talk on how to study.

8. *Written Work.* Text books can be handed out, assignments made and questions on the assignment can be dictated. Allow the students to work these questions out with text books open. I do not like this method, but it will at least keep the pupil busy and help him to get down to his work.

9. *Copy Information from Blackboard.* Write out important dates, names, events, etc. and have the students copy this material in his notebook for future reference. The divisions of the course may be outlined and copied, also.

10. *Laboratory Method.* The students may take out their texts and identify all proper names, of cities, mountains or geographical places mentioned in the first assignment. They may also make

a list of all dates mentioned with the events, write out all names they do not understand or with which they are not familiar, and seek further information on them.

There are undoubtedly many other methods which may be used, but I feel these ten suggestions will be a help to both the beginner and the veteran. The beginner seldom realizes the importance of keeping the students busy the first day. These methods will do that. The teacher who has taught for many years may be in a rut and these suggestions may lead to personal variations of methods now in use.

PRINCIPAL'S PROGRESS

Concluded from last month

FREDERICK HOUGHTON

THE next school to which I was moved is set in the center of a sprawling district of about three square miles on the outskirts of the City. When I took over, most of this area was covered by brick fields and truck farms, but in one corner was a small but rapidly growing colony of Poles. From the beginning it was a wild scramble to get roofs over our heads for the Poles came in so rapidly that we were usually quite submerged. After supplying makeshift annexes for a few years the City built a permanent ten-room annex. This filled immediately, so a few years later an eight-room annex was added. Still they came, until, besides the three permanent school buildings, we were using three or four church assembly rooms, and several stores and apartments. After twenty-five or thirty years of this sort of thing the City built a modern school of twenty-four class rooms which for a time, with the other three buildings, housed all our pupils. This peaceful period was brief for almost immediately four more rooms were added, and to accommodate the small children at the far away edge of the district two church rooms were rented.

A static period followed, after which the attendance declined, the oldest building was converted into a High School annex, and since my time so much has the registration fallen off that now the modern building holds all the pupils. This growth and decline which took place entirely within the forty-one years of my service there presented some interesting though sometimes rather complicated problems.

At first I taught in this school only a few classes of singing and drawing. The teachers were capable, and the State Normal School was sending us exceptionally well trained young teachers. In the beginning no manual training had been provided but as soon as possible some reason or excuse presented itself for sending upper grade boys to a special school a mile away where some of that work was being taught. One of our own teachers became an excellent teacher of sewing, and I persuaded the Department to send to one of the annexes a teacher to instruct Polish girls in American housekeeping, the first class of this type in the City. A few years later we succeeded in having a four-room addition built and equipped for manual training, sewing and cooking.

As soon as our Polish pupils began to swarm in upon us we found that our methods of teaching English must be changed. Most of our pupils spoke Polish at home and on the street, and few could understand all that a teacher might be saying. Teaching English speech was therefore fundamental. Because the methods outlined by the State were designed for pupils who already spoke and understood English, we were forced to devise a more effective method of our own. After a few years of struggle and experiment we settled upon a method designed expressly for teaching non-English speaking pupils to speak and understand English. With a few modifications it has been in use ever since, and it has proved successful not only for the non-English speaking pupils, but also for a great many in other schools whose English is a hybrid of meager vocabulary and cheap slang. The method has been described in several magazine articles, and it has spread slowly into other schools where English is still a foreign language.

For many years our schools had been used for evening classes, and for a long time I had taught classes of Polish men. In the beginning it was shocking to see literate men struggling to learn English speech from discarded primers which had been provided for them. In our classes these were soon abolished and we worked up lesson plans for our own use. Later these became the basis of my "First Book in English for Foreigners in Evening School" which was published by the American Book Company in 1911, the first text to be published for this type of work. It was standard all over the United States and elsewhere, and after thirty-two years it is still being bought and presumably used. It was followed shortly by a Second Book.

The First Book followed the

Gouin method with a good many necessary modifications. Its vocabulary is similar to that of the present "Basic English."

Because of my interest in this sort of work the Department made me Director of English for Foreigners, and as such it was my evening task to supervise the work of a hundred or more teachers of English. The State Department of Education then engaged me for a dozen years or so to train teachers in the State Teachers' College for this work. Both these jobs were, of course, in addition to managing a couple of thousand Polish children in a group of schools.

▼

In the schools meanwhile changes had been made. A new superintendent came to us, an active, clever, highly qualified educator who brought with him the first class idea that a principal should be primarily a supervisor of teachers. To prepare us for this new function he induced us to attend courses in methods of supervision, and to free us for this supervisory work he assigned assistant principals to take care of the office and routine work for us. It was a much needed program but it worked out in several unexpected ways. Our teachers were being very well trained at that time, and they resented being supervised by us principals, who never having taught, or at best not recently, might know less than the teachers about how to get their pupils through the examinations. Also it developed that we were not held responsible for a teacher's failure due to following our suggestions. If a class succeeded in the examinations it was due to our supervision, of course, but if the pupils failed it was the teacher's fault, also of course. Another queer angle had to do with the work done by us principals. Unless we taught there never was enough work to keep us busy. Our office work consisted of a few reports occasionally. and our visits to class rooms could be entirely perfunctory. Now this small amount of work has been taken away, and principals do whatever they consider to be supervision without any oversight by a superior, and they might without censure or reproof consider that sitting thinking is supervision, or even just sitting.

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The State in its solicitude for the welfare of us teachers has decreed that any teacher who has reached the age of seventy years is unfit mentally, physically and perhaps morally to manage a school, and must therefore retire from service to rest and probably rust. Eventually that age crept up on me and I was thrust forth from the service, leaving my friendly appreciative Poles, and our fine tightly-knit group of excellent teachers. Henceforth I must drowse the long days idle until the last dismissal.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

"Progressive" Educators Try Camouflage

Can the leopard change his spots or the donkey shorten his ears? The Progressive Education Association evidently thinks they can. The "they" refers to the donkey and the leopard grammatically and, without benefit of grammar, to the Progressive Education Association.

The Progressive Education Association has changed its name and has changed the name of its magazine. The reasons given in the official announcement of these changes are not convincing. According to the announcement the center of interest and endeavor is to be shifted from the school to the community. Adult education is going to receive attention and promotion. A wider membership range is going to be established to include people who are not engaged in education. Eighteen year olds are to be included in membership. Well, why not, the membership dues of eighteen year olds and other laymen will be just as valuable as the dues of professional educational workers in providing funds for the treasury of the Progressive Educators who have never forsworn their name.

In the opinion of many teachers including the writer the real reason and the only reason for the changes made by the Progressive Education Association is failure, not failure of progressive education but failure of the Progressive Education Association, failure of Progressive Education, with capital letters. It is failure to maintain membership. Membership in the Progressive Education Association has been a transient membership for the rank and file. The activities of the headline boys and girls in the Progressive Education Association have been such that they have from year to year attracted into the membership many sincere seekers after better things in education. They have been attracted by the claims of Progressive Educators for the merits of Progressive Education. But they have been disappointed when they found out that many of the claims were extravagant and that Progressive Education methods and philosophy are not the answers to all the difficult problems of the hard worked teacher.

A weakness of the proponents of capital letter Progressive Education has always been the tendency to belittle the "traditional

school." This tendency has been carried to such an extreme that to do anything in the traditional way or to say anything good about traditional subject matter was sure to bring down upon one's head the scorn of the Progressives. The conventional school has been termed a school in which the child "would quickly develop that shocking *phobia mathematica*, that intellectual disease for which our conventional schools are so greatly to blame."

Other statements from Progressive Educators are "a school where no teacher dare step outside her classroom, because instant riot and bedlam would break loose," "a school of impelling imperatives".

Some of the critics of progressive education are guilty of extreme statements, . . . "an education built upon the quest for happiness, ... of such nature that indifference, sloth, carelessness bring no unhappy consequences."

None of these quoted statements can be applied fairly to either the conventional school or the progressive school. A good progressive school doesn't differ very much from a good conventional school.

A progressive school is a school in which as many as possible of the pupils' needs and interests are provided for, a school in which the total learning effects receive attention. It is a school in which it is recognized that freedom under guidance is helpful in producing desirable outcomes in the learning process, and it is a school in which the preparation function is recognized in the light of the needs of the pupils but never ignored or left to chance.

The above definition of a progressive school is also a definition of a good conventional school.

We are all familiar with such progressive education statements as, "Subject matter mastery should not be considered important." The three Rs are as important today as they ever were and all good schools recognize that fact. Another progressive educator says, "Take for instance the charge that children in progressive schools do as they please! We're guilty but it doesn't depress us. We wish that our environment and our technique permitted our children to be even freer to do as they please." That is the type of statement that has tended to bring about the change in the name of the Progressive Education Association. Another progressive says that we should consider schools "not as a means of training and instruction but as places where the life energies of the children may be directed, and where their souls may grow to their fullest freedom."

The Progressive Education philosophy that children should be allowed to do what they want to do when they want to do it; and that there should be no compulsion and that there should be no school work which is not a pleasure, simply ignores the realities of life. Life isn't all pleasure. There is a good deal of work in it. One of the things any good school must do is to develop in the individual a capacity for work, hard work.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Tips on Teaching Reading

A letter from one of my readers asks for a practical, effective plan for teaching reading in the elementary grades. This is a good problem, for if we teach the children to read, and to like to read, the chances are they will continue their study and education through adult life.

Effective teaching in this field includes motivation, word study, creating a working knowledge of phonics and syllabication, oral reading, silent reading and checking on comprehension. A plan involving the application of these elements follows:

1) Instead of telling the children what they must read next, suggest three selections of equal merit and let them decide. This will encourage group action and help create interest and enthusiasm.

2) Put three or four unfamiliar words found in the lesson on the board. Some of these the teacher can mark diacritically and have the children pronounce—others she can pronounce carefully and have the class place the accent, syllable and phonetic marks. Now is a good time, too, to discuss the meanings and use of each word. Definitions should be developed through discussion—the use of the dictionary in this connection requires too much time. Review all words that accumulate in this study daily—nothing is gained in learning today and forgetting tomorrow.

3) After the word study tell the children to read the assignment carefully, to remember as many details as possible and to be able to tell the class something interesting the story suggests. It will add interest if the teacher relates some appropriate experience, too. This all should be short and snappy—don't let the class go to sleep—they won't learn anything if they do—it's been tried.

4) Now the children have read the selection silently once. They should do so again—not in a slow monotonous way but with as much speed, enthusiasm and interest as we can develop. Tell the class to read silently until they find the answer to a question which you ask—then raise their hands. The answer should be in the first ten or fifteen lines. Ask two or three of the first ones who raised their

(Please turn to page 178)

The News Digest

OF EDUCATION IN ACTION

Is There Sabotage Of U. S. History?

PALO ALTO, CALIFORNIA—As the United States faces increased world responsibility it is more essential than ever that Americans obtain a clearer understanding of their own heritage and aims through the study of American history, according to reports and speeches made during the two-day conference of college and university history professors drawn from all parts of California by the Stanford Institute of American History.

Suspicions were voiced that a movement of more or less potency was in progress in many sections of the country to "sabotage" United States history on the ground that its study developed nationalism and "does not lead to world citizenship." Some estimates put this body of alleged saboteurs as high as 20 per cent of those actively interested in education, but other estimates ranged much lower.

Education Goes On in Poland

ST. LOUIS, MO.—Students given Underground instruction in Warsaw today represent 50 per cent of the prewar school attendance in the Polish capital, Miss Marta Wankowicz of the Polish Information Center, in New York City, told members of the General Federation of Women's Clubs meeting here.

Miss Wankowicz said she would have been among the 100,000 students now in the Underground schools and colleges of Warsaw had she not left her homeland three and a half years ago. She is at present doing graduate work in political science at the University of Pennsylvania and serving in the lecture division of the Information Center.

Despite the arrest of 70 per cent of the Polish teachers since the Nazi invasion, and the closing of all except primary schools and technical schools which are restricted, education goes on in Poland, she said; degrees given by the two colleges and credits by the high schools will be recognized in postwar Poland on the basis of an examination. The Nazis have not succeeded in making Poland the "intellectual desert" they intended.

Code of Behavior Voted by Committee of Students

NEW YORK—A code to govern the behavior of the junior high school students in New York City, prepared by the youngsters themselves, has been adopted by a majority vote of the eighty-three junior high schools, representing a student population of 100,000, Dr. Elias Lieberman, associate superintendent, announced.

Calling this action an "unprecedented experiment in student democracy," Dr. Lieberman said that this was the first time in American educational history that a large body of school boys and girls had voluntarily signified their adherence to a code of moral conduct formulated by a committee drawn from their own number and democratically voted upon. It is expected to help in the fight against delinquency.

Every one of the junior high pupils received a copy of the behavior code, which follows:

"1. I will never, knowingly, by word or deed, injure anyone's person, feelings or property in any manner.

"2. I will always respect the religious beliefs of others as I will respect my own.

"3. I will show courtesy to other people at all times, particularly to my elders.

"4. I will abide by the laws and regulations of my school and community.

"5. I will be honest with myself and others and I will practice cleanliness of mind and body at all times."

A place for the pupil's signature is available, and he is expected to carry the code with him for handy reference. The uniform acclaim accorded to the Code of Behavior suggests the essential faith of the young people in the validity of a moral standard which applies equally to all, Dr. Lieberman said.

Odessa University Now Back Home

NEW YORK—The University of Odessa, according to a recent dispatch from the Soviet Union, will be ready to open for the fall term. Driven from Odessa by advancing German and Rumanian troops in 1941 and from Maikop in 1942, it finally found safe refuge in Bairen-Alia in central Asia. Nikolai Savchuk, university director and Professor of Biology, has just returned by airplane and truck from central Asia to find two main university buildings intact.

Before the war Odessa University had an enrollment of 3,000, according to Professor Savchuk, but the majority of students were called up for service in the Red Army at the outbreak of hostilities. When the university was moved from Odessa in July, 1941—about three and one-half months before the Rumanians occupied the town—he said 560 students, most of them women, went to Maikop and remained there for about a year. The Germans captured Maikop, so the

university had to move farther east. During the evacuation, the university's professors and students carried on much valuable work, including direct assistance to the Red Army and advice to local industry in central Asia. Many students and faculty members received important decorations.

Education Blamed In Part for War

ANN ARBOR, MICHIGAN—Carl J. Hambro, President of the Norwegian Parliament and a former leader of the League of Nations Assembly, told a group of educators that their profession was partly responsible for modern war.

In Germany, Mr. Hambro said in a talk to the Michigan Schoolmasters' Club, teachers and college professors for the last 100 years inspired their students to regard war and the supreme sacrifice in battle as glorious accomplishments.

"If diplomats had studied the manuals handed out to teachers in Germany and other totalitarian countries, the war might have been avoided," he said.

Teachers in democratic countries, Mr. Hambro said, have failed to depict to their students a need for international responsibility or to give a true picture of the world politically.

"If we shall ever hope to win the peace," he added, "each nation must be concerned with reforming itself as well as other nations."

Teacher Candidates Fewer by 60 Percent

WASHINGTON—Since Pearl Harbor the enrollment of teacher-training institutions has declined one-half, according to the National Education Association, which has just completed a study of teachers' colleges and normal schools. This decline in the teacher supply, says Willard E. Givens, executive secretary of the NEA, is an even more serious threat to the future of American educational opportunity than the present critical shortage of teachers, which has been met by granting substandard certificates to teachers of more than one million elementary and high school students.

The survey reveals that there has been a drop since 1941 of nearly 75,000 in the number of teacher-training students. Although the decline in the number of students electing teaching as their profession has been greatest since the war began, it was evident at least two years previous to that time. For every five students enrolled in teacher-training institutions in 1939 there are only two enrolled at the present, which represents a 60 per cent decrease.

Veterans Will Have Special High School

PITTSBURGH, PA.—The superintendent of the Pittsburgh public schools, Dr. Henry H. Hill, and a teachers' postwar planning staff, have submitted a tentative plan whereby returning soldiers may enroll in a special high school.

Pointing out that many soldiers will wish either to finish their high school course or may want to enroll for the first time, Dr. Hill suggested a curriculum adapted for the mature mind and which is not hampered by the method tendered the adolescent student.

There have already been instances in which discharged veterans returned to the classroom only to show impatience at the slowly-paced methods of instruction. These men are much more earnest than the average high school youngster and, consequently, demand special teaching geared to their temperaments.

Credit Given for Citizenship Activities

GLENWOOD, IOWA—Supt. Gerald Bryan is trying out a new plan for increasing the interest of junior and senior high school students in citizenship. The scheme, which is voluntary, will give credit towards graduation.

Points are awarded for participation in:

1. Personal development activities—including private lessons in dramatics, dancing, music, and athletics; or group instruction in the same activities; also camp experience and hobbies.

2. Vocational and thrift activities—including regular, casual, and summertime jobs, business enterprises, savings and insurance, investment in bonds, donations to churches and charitable organizations.

3. Service activities — including helping in community drives, working for community health and safety, the giving of lessons, and conservation projects.

Vassar Dean Helps Plan Europe's Cultural Comeback

LONDON—"Our purpose is the educational rebuilding and rehabilitation of the war-torn occupied countries," explained Dean C. Mildred Thompson of Vassar College when she was interviewed upon her arrival in London. Miss Thompson is the only woman member of the American delegation of six recently appointed to work with the Conference of Allied Ministers of Education.

"It is really a continuing conference on which the United States has only just come in as a full participator," Miss Thompson said. "I take our full participation as a sign of the importance attached by the United States Government to the work ahead. Education belongs to all of us and all should help to rebuild it. The more we work together, the more we are practicing unity."

The first business of the conference, she explained, was to find out the condition of the occupied countries, "what schools still remain, what lecturers are available. Our next step is to provide necessary books and scientific and other educational apparatus."

Formed in October, 1942, by the British Council, it was already experienced in providing educational help to exiled governments in Britain. At the request of the President of the Board of Education it met regularly to formulate plans for re-establishment of education in Europe. After the first few meetings, the United States, Soviet Union, China, India and the Dominions were invited to send observers and they have since been asked to become members along with the exiled governments.

4. Organization activities — including work in church, youth groups, musical and patriotic organizations, state guard.

200 High Schools Have Junior Forums

PHILADELPHIA—More han 200,000 pupils in 200 high schools from Boston to Kansas City now take part in "Junior Town Meetings," an offspring of radio's "America's Town Meeting." Philadelphia, Akron, Toledo, Cleveland, Cincinnati, Boston, Pittsburgh and Minneapolis are among the school systems that have accepted the program and incorporated the "meetings" into their curriculum. Some of these systems now have their own weekly "Junior Town Meeting" broadcast over their local stations.

Would Open School Rooms After Sessions

BOSTON—Americans were labeled "the most stupid people in the world," by Dr. George D. Strayer of Columbia University, because they allowed school buildings to be closed at the end of the classroom period, and thus permit children to play on the streets and to drift toward poolrooms and even saloons.

The Columbia educator, who heads the professional group conducting a $75,000 survey of the Boston school system on behalf of the Finance Commission, spoke at a public meeting sponsored by the Women's City Club. His remark on American stupidity was made in response to a question concerning the possibility of a study and recommendation concerning utilization of Boston schools for recreational purposes.

He commented that the American people, as a whole, were learning gradually the importance of complete utilization of the schools of the community, and denied that this involved any usurpation of the functions of the home.

History Conference Decries Poor Teaching

ST. LOUIS—Ending a three-day conference, American history teachers representing every part of the country reached the conclusion that schools and colleges should put greater emphasis on teaching methods in an effort to make American history more interesting and meaningful to the student.

Almost unanimously the 500 educators, called together by the Mississippi Valley Historical Association, the National Council for the Social Studies and the Missouri Council for the Social Studies, held that this subject was vitally needed to train for better citizenship and to provide a common bond for the appreciation of American traditions and ideals.

That the people of this country, both teachers and laymen, are taking a greater interest in American history was disclosed by Dr. Edgar B. Wesley of the University of Minnesota, director of the recent history survey sponsored by the Rockefeller Foundation. During the last few months Dr. Wesley has visited twenty-eight States speaking on the importance of American history and advocating improved teaching methods.

As never before, Dr. Wesley found, the citizens of this country are concerned with the teaching of American history. He noticed a heightened interest among teachers, administrators and parents. Not only are persons talking about American history, but something tangible is being done. Many colleges, according to Dr. Wesley, have added history courses to their curricula, while in many instances a course in United States history has been made required. For the most part, his survey revealed, high schools require their juniors or seniors to take a course in American history.

It was agreed by the educators that the emphasis should be put on the improvement of teaching practices. Several of the college professors charged that high school students are strikingly weak in American history, even though they have taken this subject. Poor teaching methods are blamed.

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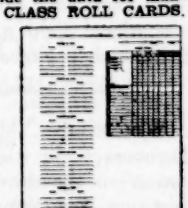

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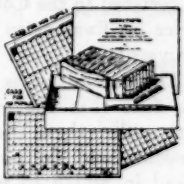

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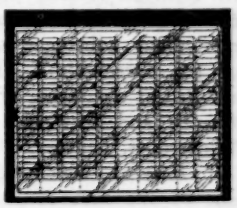

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"David Copperfield in Pill Box for a Quarter"

CLEVELAND, OHIO—New methods of teaching, in which visual communication, by means of films, slides and microprojection may some day replace reading, were predicted here before a lively and provocative two-day meeting of educators, motion picture executives and a score of nationally known specialists in the first Northern Ohio Visual Aids Conference.

One of the most interesting features of the demonstrations was a 4-mm. film which B. A. Auginbaugh, Supervisor of the Ohio Slide and Film Exchange of the Department of Education, Columbus, said would make the story of David Copperfield "available in a pill-box, for 25 cents."

Proving to what extent motion pictures have replaced reading, Mr. Auginbaugh said:

"Thirty years ago in Columbus we had 40 bookstores and one movie house. Today we have 50 movie houses and one bookstore."

Dr. Edgar Dale, College of Education, Ohio State University, speaking on "Teacher Training in Visual Education—When Do We Start," indicated that the new field is as yet practically unexplored.

Dr. Dale described the audiovisual-sensory program as "inadequate, with a sad lack of competencies and teaching materials.

"Most teachers," he said, "don't even know how to use a blackboard. Our greatest need is for good teacher-educational programs, more skillful demonstrators. Go into the typical school. You see a typical bulletin board displaying weeks-old announcements, schoolrooms with not enough maps or globes and scarcely any familiarity with them on the pupils' part."

College Adapts Program To Veterans

CLEVELAND—A new plan, to make it easier for honorably discharged veterans of World War II to finish their studies at Adelbert College, Western Reserve University, was anounced today by Dean C. W. Huntley of Adelbert, the men's undergraduate college of Western Reserve University.

He said the requirements of the college will be adjusted to the needs of the returned veteran "in such a manner that he shall not be blocked by meticulous adherence to the details of the curriculum." The plan was adopted at a meeting of the Adelbert faculty and forwarded to President Winfred G. Leutner.

"This plan, which we believe to be one of the first of its kind in the country, will help veterans gain at least a part of the ground they have lost through being in the armed services," Dean Huntley said.

"For example, if a former Adelbert college student who joined the armed services after completing a half semester of work at a passing grade wants to go into law school or into business as soon as possible and still receive a degree, a way will be found to shorten his course of study. If he wants to go to law school he may not have to take the usually required courses in science, mathematics or physical education. He may also be given short refresher courses in the subjects which he has already taken."

The returning veteran will be given the assistance of a member of the faculty who will be a special adviser, in addition to the regular administrative counsellor. The men, as they apply for readmission to Adelbert, will be certified to the College by the Commitee on Evaluation of Credit of the University.

The committee is to be guided by the fact that the returning veterans "are older than the average college students and do not have the years ahead in which to work out the fine details of requirements."

The committee is expected to complete its work and these emergency plans, taking effect at once, will be largely concluded within three or four years after cessation of hostilities.

League of Women Voters Backs Federal Aid

CHICAGO—For the first time, the National League of Women Voters has decided to support proposals for federal aid to education. But the League hinges its support on the important provision that this aid shall be administered through state departments of education.

Up to now, the League has avoided taking a position on this issue, referring the matter to local leagues for study. But delegates to the convention heeded the warnings of members who pointed out that there is a real need for assistance in the education of migratory children and children in the poorest states. It also was pointed out that great sums of federal money probably will be spent for the education of veterans and it is important that the League work to see that federal funds are administered, as far as possible, by state and local school authorities.

Dr. Lembke Joins Winston Company

PHILADELPHIA—The John C. Winston Company announces the appointment of Dr. Glenn L. Lembke, of Pasadena, California, as Editor-in-Chief of the Educational Department. The Pasadena Board of Education has released Doctor Lembke in order that he may assume his new responsibilities in Philadelphia immediately.

Doctor Lembke has been with the Pasadena Schools for sixteen years, serving as secondary curriculum coordinator for the past seven years. He is a native Californian, a graduate of South Pasadena High School, Occidental College (A.B. and M.A.), and New York University (Ph.D.). He has also studied at St. Lawrence University, Syracuse University, University of Southern California, and Claremont College.

Doctor Lembke brings to The John C. Winston Company experiences and broad nationwide contacts. He has taught at Pasadena Junior College, Syracuse University, and Claremont College. Newspaper, magazine, and radio experience prior to entering the educational field gives him an additional rich background.

WELLESLEY, MASS. — "Issues of Democracy in the Presidential Election" is the theme for the Summer Institute for Social Progress which will hold its twelfth annual conference on the campus of Wellesley College, June 30th to July 14th.

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